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Quarterly Bulletin

STATE NORMAL SCHOOL

JUNE

1905

UNIVERSITY OF ILLINO

MAYVILLE, NORTH DAKOTA

Volume III, Number I
Year XVI

Quarterly Bulletin

of

State Normal School

Mayville, North Dakota

June, 1905

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

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WITH

Announcements for 1905 - 1906

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CALENDAR.

FIRST TERM.

Registration and Assignment of Lessons...Wednesday, July 5
Recitations Begin......................Wednesday, July 6
Term Closes..........................Tuesday, August 15

SECOND TERM.

Entrance Examinations, Registration,
and Assignment of Lessons..........Tuesday, October 3
Recitations Begin ....Wednesday, October 4
Thanksgiving Vacation............Thursday, November 30
and Friday, December 1
Term Closes.......................Thursday, December 21

1906.

THIRD TERM.

Entrance Examinations, Registration,
and Assignment of Lessons..........Tuesday, January 9
Recitations Begin..................Wednesday, January 10
Term Closes...........................Friday, March 30

FOURTH TERM.

Entrance Examinations, Registration,
and Assignment of Lessons............Monday, April 2
Recitations Begin........................Tuesday, April 3
Easter Vacation....Thursday, April 12 to Monday, April 16
Memorial Day........................Wednesday, May 30
Commencement .... Thursday, June 21

BOARD OF TRUSTEES OF THE STATE NORMAL SCHOOLS.

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Hon. E. Y. Sarles, *Ex-Officio*..................Bismarck
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A. L. Martin..........Sentinel, Butte, Term Expires 1907
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W. T. Smith................Kenmare, Term Expires 1907
A. Steenson................Hillsboro, Term Expires 1907
Dr. E. A. Pray............Valley City, Term Expires 1909
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Walter R. Reed..............Amenia, Term Expires 1909
G. L. Elken.................Mayville, Term Expires 1909
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G. L. Elken	Mayville
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Ida B. Moore, B. A., *Preceptress Ladies' Dormitory*....Latin
Clyde R. Travis, Ph. B......................Mathematics
Jesse Lewis, B. A....................History and Geography
Edith Beebe Carhart....,...........Librarian, Manager of the Boarding Department and Secretary to the President
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Edith E. Brant..Music, Drawing and Physical Culture
Lake G. Watson, M. A............................. The Art of Primary Instruction and Supervisor of Practice
Jesse C. Childs, B. A...........................English
*B. A. Wallace.......................Assistant in English
*J. F. Hetler...........................School Law State Course of Study, Chorus and Reading Circle Work
*T. A. Hasselquist.......................State Course of Study, Reading Circle and Assistant in Natural Science
*E. C. Olsgard, B. L..............................State Course of Study, Reading Circle and Assistant in Civics
*W. R. Kilpatrick.........................State Course of Study, Reading Circle and Assistant in Mathematics

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SCHOOL OF PRACTICE.

B. A. Wallace, *Principal.*

Mrs. H. H. Porter ....Critic Primary Grade
Agnes Berrington...............Critic Intermediate Grade
Margaret Rutherford...........Critic Intermediate Grade
Emma F. Lucken..................Critic Grammar Grade

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* Summer Term, 1904

Ole Olstad.................................Janitor

LOCATION OF THE SCHOOL.

Mayville is situated upon the Breckenridge and Larimore division of the Great Northern Railway, about forty miles from Casselton and thirty miles from Larimore, which are on the Northern Pacific and Great Northern Railways respectively. Mayville is one of the most beautiful and thriving of the small towns of the Red River Valley. It has over twelve hundred inhabitants, and offers the modern conveniences and comforts of living. The city is lighted by electricity and has an adequate system of water works. The moral and intellectual tone of the place are attested by the presence of five churches and a free public library representing an investment of twelve thousand dollars. The number of well-to-do farmers who have made themselves homes here in order that their children may enjoy its educational advantages help to make Mayville an ideal location for a Normal school.

Organization.

The State Normal School at Mayville was established by the Constitutional Convention of this state and made a part of its public school system, and was endowed by it with 30,000 acres of land. It was organized in accordance with legislative enactment, under the provision of Article XIX of the State Constitution, and opened its doors for the admission of pupils on the first day of December, 1890.

The Building.

The building as shown in the frontispiece to this catalogue is one of the finest educational buildings in the Northwest. Its internal arrangements are in keeping with its imposing appearance. Its recitation rooms, laboratories, library, assembly room, etc., are commodious, well lighted, heated by steam, ventilated by a copious supply of fresh air passing over steam heated coils and supplied with the educational appliances of an up-to-date normal school. Conveniently located bath rooms supplied with hot and cold rain water and connected with the city sewer are thoroughly sanitary and highly appreciated.

The addition to the building rendered possible by an appropriation by the ninth legislative assembly, is externally a duplication of the original building. The basement of the new part, sixty-nine by eighty feet and sixteen feet high, is divided into two gymnasiums—one for women and one for men. Shower and tub baths are conveniently located in connection with the gymnasiums. The first floor is divided into recitation rooms, experimental science laboratories and a commodious room for meetings of the literary society and other student bodies. The second floor, in one large room with a high arched ceiling, constitutes the assembly room. On the third floor are dormitory rooms within easy access to the double stairway leading out of the building, and outside iron fire escapes are accessible.

The walls are of red, sand-moulded brick, and white Kasota sandstone. The inside finish is ash, oak, birch and maple.

Those who contemplate entering the school need not hesitate on account of lack of room, as both school and living accommodations are ample.

Professional Value of Diploma.

FIRST GRADE CERTIFICATE.

The Diploma of the Normal School is a certificate of the first Grade, authorizing the holder, provided he is of legal age, to teach without further examination in any of the public schools of the state for a period of two years.

LIFE CERTIFICATE.

When the graduate has had three years successful experience in teaching and governing a school, the law authorizes the Superintendent of Public Instruction to endorse his diploma making it a professional certificate of the first grade, valid for life.

VALUE OF UNDERGRADUATE STANDINGS.

The Department of Public Instruction accepts the standings of under-graduates of the school in lieu of an examination for teachers' certificates in the subjects covered by the standings.

Relation to the University of North Dakota.

By an arrangement with the authorities of the University of North Dakota the graduate of this school is credited with one years' work at the university. He enters the university with the rank of sophomore and graduates with the degree of B. A., when he has accomplished three years work. Its system of crediting for superior work makes it possible for strong graduates of the Normal school to accomplish the University course in two years.

Relation to the North Dakota Agricultural College.

The North Dakota Agricultural College gives to the graduates of this school the same recognition as does the University of North Dakota—graduates him on the accomplishment of three years work.

EXPENSES.

Tuition is free in all departments.

Registration Fee.

By order of the State Board of Normal School Trustees a uniform registration fee is charged as follows: Five dollars for the entire year, to be paid by one entering the fall term; four dollars for the winter and spring terms, to be paid by one entering the winter term; and three dollars for the spring term, to those entering that term.

Text Books.

All necessary text books are furnished by the school, for which a library fee of $1.25 per term is charged.

Boarding.

Rooms and meals in the building cost $12 per month of four weeks, payable in advance.

Meals are furnished in the Boarding Hall to both ladies and gentlemen rooming outside the building, at $10 per month of four weeks, payable in advance.

Board and room in the town costs $3.00 per week. Rooms can be rented at from $1 to $6 per month, according to accommodations furnished.

By clubbing, students have succeeded in reducing their living expenses to $8 per month each. The work of the school is such as to demand the full available time and effort of the students, and self-boarding is advisable only when special circumstances demand it.

Dormitories.

The Dormitories are upon the upper floor. The rooms are 27 feet in length and are ample for four occupants; are heated by steam and well ventilated with fresh warm air. They are furnished as double rooms, each room being carpeted and supplied with two large bedsteads with springs and mattresses, two washstands, with set of bedroom ware, two bureaus, two tables and is lighted by electricity. The Preceptress rooms upon the same floor and has full charge of the Dormitory. Ladies are admitted in order of applications. Each one should bring with her one pillow, two pairs pillow slips, two pairs sheets, a woolen blanket, a comfortable, a spread and towels. Occupants of the Dormitory will be expected to take entire care of their rooms.

Water-closets and a bath room furnished with not and cold water are upon the Dormitory floor.

Normal School Library.

The generous gift of one thousand dollars recently made to the library by Mr. J. L. Grandin has added many standard books to that important department of the school. Different members of the faculty made lists of books that were most needed in their respective lines of work which, added to those already on hand, furnish the means of doing a high grade of work on the library plan. The library is catalogued on the Dewey decimal plan and, with the assistance of a competent librarian, students find they "are enabled to come easily by that which others have labored hard for." In addition to its well selected list of 6,000 volumes the library is well supplied with the best current periodical literature.

Mayville Public Library.

Through the generosity of Messrs. J. L. and E. B. Gradin, supplemented by the enterprise of its public spirited citizens, Mayville has established a free public library, representing an investment of twelve thousand dollars. This sum carefully invested by those possessing peculiar fitness for the task has secured to Mayville a library of very great educational value. In addition to a large list of well selected books and all the leading papers and magazines, the library contains amusement rooms and a well equipped gymnasium. It is located a short distance from the Normal school, and students are admitted to all its privileges free of charge.

STUDENT ORGANIZATIONS.

Athletic Association.

An Athletic Association is in successful operation and, under the guidance of an athletic director, is accomplishing its purpose.

Glee Clubs.

A men's and a women's Glee Club under the general direction of the teacher of music, do much to supplement the systematic training in music given in the course of study.

Literary Society.

A Literary Society is in successful operation. Its meetings are held Friday evenings, fortnightly, and are conducted according to parlimentary usages. They are designed to acquaint its members with the customs and practices of deliberative bodies, to give an impetus to literary investigation and to develop talents for literary work, public speaking, and extemporaneous discussion. Open meetings are held occasionally to which the public is invited. The Normal Exponent is published monthly by the literary society.

Christian Associations.

The Young Women's and Young Men's Christian Associations are represented in the school and devote themselves to the various important kinds of work appropriate to such organizations.

Religious Privileges.

The Congregational, the Episcopal, the Hague, the Syno Lutheran and Episcopal churches are represented in Mayville and students are welcomed to them all. Students are advised to identify themselves with the church of their own or their parents' choice and avail themselves to the fullest extent of the privileges of a church home.

Admission.

Entrance requirements:

1. The applicant must possess a good moral character.
2. It is advisable to come recommended by some responsible person, as the county superintendent.
3. If the applicant holds a County Certificate he will be admitted without examination.

4. A common school diploma admits the holder without examination.

5. If the applicant holds neither a County Certificate nor a common school diploma, he will be required to pass a fair examination in Arithmetic, Grammar, Geography and U. S. History.

6. A graduate from a first class High School will be admitted to the Professional Course without examination.

Courses of Study.

The School offers three courses of study:

1. An English course.
2. A Latin course.
3. A Graduate course.

Courses one and two can be completed by strong students, having little or no High School training, in four years; course three can be completed by strong graduates of first class High Schools in one year.

Full credit is given for all High School work accomplished in the schools of our own state and in schools of similar grade elsewhere.

The detailed statement of the course of study and the discussion of the theory of the School, both of which occur elsewhere in this catalogue, will help to interpret this statement.

The School has four sessions, or terms, a year. Three of them, beginning in October, January and April, respectively, each continues twelve weeks; the fourth, beginning in July, continues six weeks. By limiting themselves to few subjects students can make a term's standing in the subjects pursued during the six week's session.

The first term's work of the English courses is offered during each of the four terms of the year. In other words a student may enter and begin his course any term in the year.

General Remarks.

BE PRESENT THE FIRST DAY OF THE TERM.

Inform the President when you expect to arrive, and also when you expect to leave, if it is necessary to leave before the close of the term.

Students must not change or select boarding places without consulting the President.

Students are free to make and receive calls Friday evenings, but other evenings, aside from Sunday, are expected to be devoted to study.

Students, on arriving, should report at once to the President at his office in the Normal School building, which is in sight of the station.

The Normal School desires herewith to thank the Press of the state which has held itself so ready to respond to the needs of the common schools as represented in this institution. Further kindness extended will be appreciated.

We will be glad to send this catalogue to those whom school authorities may desire to receive it, and to co-operate generally with superintendents and principals in all measures to uplift the teaching work in the public schools of the state.

It is important to them that students enter promptly on the first day of the term. The work is arranged to be of special benefit to those who can spend the entire year.

For further information address,

JOSEPH CARHART,
President State Normal School, Mayville, N. D.

OBSERVATION AND PRACTICE IN THE CITY SCHOOL.

Through the courtesy of the Board of Education of the City of Mayville, our students are permitted to observe and practice in certain designated school-rooms of the city, thus giving them an opportunity to acquire experience under conditions exactly similar to those they will meet with when they are employed as teachers in the public schools. Teachers are selected for such rooms who are especially qualified to exemplify the correct principles of the science and art of education and who are, at the same time, capable of systematic but searching criticism on the efforts of the pupil-teachers.

The pupils taught in the practice school are not enumerated in the attendance given in this catalogue.

The first term's work of the English Course is offered during each of the four terms of the year. In other words, a student may enter and begin his course any term in the year.

Courses of Study

ENGLISH COURSE

TERMS	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
I.	Grammar Geography History—U. S. Arithmetic Penmanship	Composition and Rhetoric Botany General History Algebra Drawing	Psychology Zoology Literature Geometry	Philosophy of Education Physics Modern History Method Practice
II.	Grammar Geography History—Civics Arithmetic Penmanship	Composition and Rhetoric Botany General History Algebra Drawing	Psychology Zoology Literature Geometry Practice	Philosophy of Education Physics American History Method Practice
III.	Grammar Geography History—U. S. Music Drawing	Literature Botany General History Algebra Drawing	Psychology Zoology (Physiology) Literature Geometry (Solid) Music	History of Education and School Law Physics Economics Theme Method

	*LATIN COURSE			Graduate Course
TERMS	SECOND YEAR	THIRD YEAR	FOURTH YEAR	ONE YEAR
I.	Composition and Rhetoric Botany Latin Algebra Drawing	Psychology Zoology Latin Geometry General History	Philosophy of Education Physics Latin Method Practice	Practice Psychology History and Philosophy of Education Review Method
II.	Composition and Rhetoric Botany Latin Algebra Drawing	Psychology Zoology Latin Geometry General History	Philosophy of Education Physics Latin Method Practice	Practice Psychology Hist. and Phil. of Education Review Method
III.	Literature Botany Latin Algebra Drawing	Psychology Zoology (Physiology) Latin General History Music	History of Education and School Law Latin Physics Theme Literature	Psychology History of Education and School Law Review Method Theme

*The first year of the Latin Course is identical with the first year of the English Course.

THEORY OF THE SCHOOL.

Purpose.

The aim of this school is to prepare young people for the teaching service of the State of North Dakota. To the extent that the purpose of an organization determines its character all the work of the school is professional. It does not give general culture for its own sake; it does not aim to prepare young men and young women for college, nor for the general pursuits of life. It gives general culture; its graduates are admitted to advanced standing without examination to the State University and to other colleges; its professional work upon the common school branches and other subjects includes a preparation for business, and the moral education which qualifies young men and women to be safe guides for the state's children is a good preparation "for complete living" and is beneficial in all the walks of life; but these results, though actual, are incidental and are accomplished because the part is necessarily included in the whole.

While the applicant for admission to the school is not required to pledge himself to teach in the public schools of the state, and while it freely admits to all privileges young men and women of good character and earnest purpose, provided they are willing to submit themselves to the thorough training in scholarship and to conform to the high ideals of conduct demanded in a school for the training of teachers, the management keeps constantly in mind the statute which declares that "the object of such Normal Schools shall be to prepare teachers in the science of education and the art of teaching in public schools." The school qualifies its students for various phases of public school work, from the primary grades to most departments of the High School, but its curriculum and training are especially adapted to give superior qualifications for the work of the first eight grades of the public school system.

The vital importance of this phase of public school education is apparent. The following words of Edward Everett, uttered as governor of Massachusetts at the opening of the first

Normal School established in this country for the purpose of improving the public schools, have greater weight today than at any previous time, and apply with peculiar force to North Dakota: "No rational man, it seems to me, can fail to see the superior importance of the common schools. They give the keys of knowledge to the mass of the people. If there be any persons to whom the words 'common school' and 'common school education' convey an idea of disparagement and insignificance, such persons are ignorant, not merely of our true political system, but of the nature of man. Our common schools are important in the same way as the common air, the common sunshine, the common rain—invaluable for their commonness. They are the corner stone of that municipal organization which is the characteristic of our social system. They are the foundation of that widespread intelligence which, like a moral life, pervades the country; they are the nursery of that inquiring spirit to which we are indebted for our preservation of the blessings of an inquiring spiritual faith." North Dakota has indicated its appreciation of this phase of education by dedicating to it the sixteenth and thirty-sixth section of every township in the state.

The great material resources of this state have caused an influx of people from other states and other nations. In constantly increasing multitudes they come from many climes, representing many theories of government, different religious convictions, and speaking a multitude of tongues. This heterogenous multitude is to be formed into a homogenous people. The most efficient means of accomplishing this result is the common school. Resources are not wanting. The public school fund is ample; school houses already numerous, are rapidly multiplying, and the call for trained teachers is most urgent. It is the special function of the Normal School to supply this demand.

As teachers in country schools and graded schools of the city, as principals of high schools and superintendents of city schools, and as county superintendents, graduates and undergraduates of this school are rendering to society efficient and honorable service and are receiving a money compensation varying according to ability and experience, but averaging well with that received in other professions. In qualifying young people to secure the boys and girls of the state in their common school rights the Normal School employs the following

Means.

1. The school gives to its students a thorough, scientific knowledge of the branches they are to teach, such as reading, grammar, arithmetic, geography, history, etc. Students come to the school knowing many of the facts of these subjects but, having studied them in the grades below the high school, they have not organized the facts into a scientific form nor learned their educational value in developing the minds and enlarging the information of the pupils of the public schools. A knowledge of arithmetic and grammar that enables one to perform accurately and quickly the problems of the counting room and to construct sentences correctly does not qualify him to use tc the best advantage the science of number and the logic of the English sentence as educational instruments. A teacher must be able not only to practice correctly the art, he must have a conscious mastery of the science of each of the common school subjects of instruction. He must know each fact, and know it in relation to every other fact of the subject, and know the relation of all the facts to the general truth which distinguishes a given subject from all other subjects. True knowledge is thought in the mind corresponding to the thought in the subject studied. If the thought in the subject studied exists in an organic form, true knowledge discerns the inherent relations existing between the parts of the subject and sees the relation of each part to the general truth which explains the part and determines its place in the subject. The particular and the general act and react upon each other. The general truth must be discerned in the particular fact, and the general truth is the explanation of the fact. In true knowledge each explains all and all explains each.

The Hon. Wm. T. Harris, LL. D., United States Commissioner of Education, speaking from a wide knowledge of facts and a sound theory of education, has indicated in the following the true place of the common school subjects in the Normal School curriculum:

"The substantial Normal School course deals chiefly with the common school branches, reading, writing, arithmetic, geography, history and grammar. It is often said by way of apology that could we secure pupils of advanced grades this would be unnecessary. We are obliged to do this elementary work in our Normal Schools because of the fact that pupils come to us ill-prepared as regards these studies. But no matter what grade of pupils the Normal School ever receives, its professional work is chiefly done on the common branches, the reason being this: no matter where the pupil learns his common branches he learns them as steps in a graded course, and when he has climbed to the higher steps he drops these studies and returns to them no more, except when he teaches them to others. Of course it follows that in the high school or college these lower branches are not reviewed. * * * But the teacher needs precisely this re-examination of all elementary branches. * * * The Normal School therefore took up just this work at the beginning and performed it well. It induced in the young men and women preparing for the work of teaching the habit of taking up the lower branches in their relations to the higher—taking them up constructively, as it were. For to study arithmetic in the light of algebra and geometry is to study it constructively. Its rules are derived from algebraic formulae and are to be demonstrated by algebraic processes. So the details of geography have their explanation in formative processes of land and water as treated in physical geography, and the sciences of which it is a compend. The first learning of a subject is largely the work of memory. The real knowing begins with reflection upon the data and the discovery of inter relations. The class work and recitations of the Normal School astonish the student at first. He supposes himself to understand the subject, but he discovers there are a thousand phases which he had not thought of. He learns the second lesson with some of these possible side-questions in view. He improves from day to day, and in the course of a year he has acquired a different ideal of the best method of study. He has passed from the text book method to the method of investigation. Formerly he would have held the pupil responsible to learn the words of the book and would not have probed the understanding. Now he goes directly behind the words of the book into the pupil's understanding and teaches him how to think—how to investigate. He is to study the book, but to critically compare one statement with another—penetrate to the construction of the book itself. He is to go out of the book into all his own experience, to verify or refute its statements. He is to go to other stores of information on the subject in this work of verification and critical comparison. When this is done the student finds to his great surprise that the elementary branches stand for the five great branches of human learning in its entirety, and that a proper study of them opens for him all the windows of the soul."

Nothing can take the place of these elementary branches, but they are supplemented in the general curriculum of the Normal School by courses in the philosophy of history, higher mathematics, higher English, Latin, music and drawing, experimental science by the laboratory method, etc. These subjects are valuable, but their chief value, from the Normal School point of view, is the increased mastery they give over "the elementary branches (which) stand for the five great branches of human learning in its entirety."

2. But mind is the subject of education. To develop and train the mind is the real purpose of teaching. To train a faculty or power of the mind it must be exercised upon its proper subjects and in accordance with the law of its nature. A knowledge of mind—child mind and mature mind—is to the teacher what a knowledge of the body is to the physician. Through the teaching of phychology as a science and by discovering in every subject the nature, processes, laws and products of the human mind the Normal School seeks to give to its pupils a working knowledge of the facts and principles of mental science which the teacher needs in developing the minds of others.

3. The school reveals to its students the way in which the mind thinks a subject. It leads them to see that a rational method of instruction depends upon the nature of the subject studied and the laws of the thinking mind at the various stages of development. It teaches them the principles of method in general and helps them to discover those principles in particular subjects of instruction such as reading, grammar, arithmetic, geography, history, etc. The method of the primary, intermediate and more advanced phases of public school work is made the subject of thorough investigation.

4. The school aims to give to the future teachers of the state's children a correct theory of life, and helps them to determine, in the light of human destiny, the true purpose of education and to see the place of the school among the institutions of society and to appreciate its special function. Literature, general history, the science of education, and the history of educational theories furnish the data for reaching a sound conclusion. The best minds of all time have wrought upon the problem of school education. Systems of education have varied from time to time, according to the theories of life which have prevailed at different epochs. A study of those theories, re-

corded in the history of education, gives to the future teacher breadth of view, judicial candor and steadiness of purpose. An effort is made to have all the work and discipline of the school conform to a true ideal of life and to show by example how a school may be made the means of developing character by a constant appeal to the highest motives to which the student is capable of responding and by securing prompt and willing obedience to reasonable requirements.

Correlation of Professional Work.

The school is an organic, self-consistent whole. Each part, by being in accord with the purpose of the school as a whole, is in harmony with every other part, and the student, as he advances, finds all previous work helpful to him in taking the next step. This relation exists between the study of subjects such as geography, arithmetic, history, etc., on the one hand, and of psychology, science of education, method and practice, on the other. The study of elementary subjects is so conducted as to be a preparation for psychology; the general principles of method are derived from the logical method inhering in the nature of the elementary subjects and from psychology; the practice work is based upon the previous work—the study of subjects, of psychology, of the science of education and of special methods which consist in an application of the principles learned in the science of education to the consideration of the teaching of particular subjects, such as arithmetic, reading, language, geography, etc. The same principle which correlates parts of the school regarded as a whole, and gives to it the character of self-consistency, applies with equal force to the facts of each subject. It is not an accident that some facts belong to arithmetic, some to geography, and still others to grammar. Some facts are arithmetical, others historical, etc., in the nature of the case; that is to say, there is some general truth common to all the facts of a given subject which explains the meaning of those facts, unites them into a group by means of a common truth and, at the same time separates them from the facts of all other subjects in which that truth does not inhere. To see the general truth of a given subject, to see all the particular facts as related to it, and to see the forms in which they address themselves to sense-perception, to memory, to imagination, to the understanding and to the reason—this scientific and phychological study of the subjects which the graduate of the Normal school is to use as instruments in educating the children of the public schools, is a very important element in his professional training. But that it may be in the highest sense effective, this study of the elementary subjects must be seen in its relation to other parts of professional training. Having discovered in reading, arithmetic, geography, grammar, history, etc., products of sense-perception, memory, imagination, the understanding and the reason, the student is furnished with a basis for comprehending the laws and conditions of perception, memory, imagination, the understanding and the reason as dealt with in psychology; and having discovered the nature of the branches of study as given above, and having discovered in psychology the law of the learning mind, the student of pedagogy is prepared for the study of the science of education, which considers the adaptation of phases of subject matter to corresponding stages of mental growth—from perception to reason—and the arts and devices which may be employed to stimulate the mind of the learner to appropriate the phase of a subject which he is capable of grasping at a given stage of development. Having learned these general truths, the student is prepared to apply them in detail to the various subjects, such as arithmetic, language, geography, history, etc., and this constitutes special method. Special method shows definitely the order in which the phases of a given subject unfold to the intelligence of a learner from the primary grade up, and also the means to be employed to stimulate him to take the successive steps involved in a mastery of the subject. This phase completes his preparation for giving instruction, and the student is now ready to enter the practice school and acquire skill in the art of teaching. Here he will find it necessary to re-adjust his previously learned theories—he must adapt himself to conditions as they exist; but the more thorough his preparation, the more clearly he perceives the end from the beginning—the more definitely he has thought out the steps by which his class is to go from the position in which he finds them to the goal proposed—the more energy he will have to meet the unexpected and the more readily can he adapt himself thereto.

Outlines of typical subjects, illustrating the foregoing principles, are given on the pages that follow.

LATIN.

IDA B. MOORE.

Three Years.

Latin is entitled to a place in the curriculum of a Normal School because of the light it throws upon English. The student's conception of English grammar is broadened and deepened by the study of Latin grammar. The more elaborate system of inflection of Latin and the very strangeness of the unfamiliar language compel attention and require observation of thought relations and the ways of expressing them. At almost every step there are opportunities for making instructive comparisons between the two languages. Comparative grammar gives an insight into the construction of many an idiom that would otherwise seem inexplicable. The essence of mood is more clearly grasped with the assistance Latin can give, because it offers, in its different forms for different moods, something more tangible and definite.

The student of Latin appreciates fine distinctions in the use of words to a degree almost if not quite impossible to one who knows no Latin.

To any one at all conversant with language studies, our Commissioner of Education, Hon. Wm. T. Harris, will seem to have spoken very fairly as well as very forcibly, when he says that the English language, "though Germanic or Teutonic in its colloquial vocabulary and in its grammatical structure, nevertheless resorts to Latin and Greek for all of its technical words, and for all those words which express fine distinctions of thought or subtle shades of sentiment. * * * The language of the Romans is the language of the political and civil organization of individuals into institutions, and these constitute our civilization. For the most part, words expressing civil and political relations in all the languages of Europe are Latin." It is apparent that a knowledge of the elements of Latin would be equally beneficial to those who in a life of leisure desire to cultivate an appreciation of literature, and those who take up the burden of citizenship and assume directive power over affairs. Certainly it is important that the teacher, of all persons, should be a master of the language in which is expressed the civilization in which he lives, and that he be able to confer that mastery upon those who are to take their places in it, and take up the duty of carrying it still farther.

Nor is it to be forgotten that the teacher's general culture should not be neglected while he is making special and technical preparation for his work. It is the aim of the work in Latin to awaken in him an appreciation of the language and literature of Rome and to give him a glimpse of her contribution to modern civilization. Endeavor is made to ground the student thoroughly in the elements of Latin and to use so well the time allotted to it that those who desire to continue their work in higher schools may find themselves at the least possible disadvantage.

Latin is begun in the second year of the course. During the year the elements of the language are studied and complete mastery of forms is the predominant aim. At the same time elementary forms of syntax are learned and much attention is given to word formation—roots, prefixes and suffixes. It is believed that with mature pupils bettter results are obtained by the use of the systematic grammatical method than by the so-called inductive method. The second year of the Latin course is devoted to Caesar and Cicero. Two books of Caesar and two orations of Cicero are read, accompanied by a systematic study of Latin grammar and composition. In the last year of the course six books of Virgil's Aeneid are read and the emphasis is shifted from grammatical structure to literary workmanship.

MATHEMATICS AND PHYSICS.

CLYDE R. TRAVIS.

Arithmetic.

Number is the measure of the ratio of one magnitude to another; and its use is to measure magnitudes, *i. e.,* to express the value of measured magnitudes in terms of unit magnitudes.

Every measurement necessitates three elements—magnitude to measure, unit of measure, and number.

All work in mathematics consists of comparing magnitudes, correctly judging their quantitative relation, and expressing this in intelligible terms.

There is a gradation of quantitative judgments from simple to complex, *e. g.,* inequality (indefinite), equality, number as measuring definite multitude, etc., and the prospective teacher must discover this gradation.

In the early stages of number work there should be constant calls for perception, judging, and verifying; and the work of the learner must be free work. No ready-made judgments should be given him.

The judgment should be made concerning: first, magnitudes present; second, magnitudes absent; third, numbers; and the mind should thus be led to abstract number and see it as relation.

All elements of a comparison should be presented to the mind for consideration.

The material used in illustrating number truths should be simple, free from diverting relations, and such that the number idea of it engages the attention.

Since integers and fractions are one in kind, differing only in degree, the former arising through the synthesis of units and the latter through their analysis and the synthesis of their parts, they should be so presented as to show their identity.

The idea equality is a fundamental idea underlying all work in mathematics, and all complex solutions depend upon the axioms relating to equals; hence the importance of the teacher's appreciation of these axioms.

In number, as in reading, the mind should appropriate an idea and then learn the symbol of it, first the oral symbol then the written; and great care is required lest the child fall to memorizing the names of number sums, differences, products and quotients.

The facts of addition, subtraction, multiplication, and division found in the tables must become as familiar to the child as do the letters of the alphabet.

All applications of number involve the same general problems. The "cases" of percentage are not peculiar to percentage. In every application of number, "cases," *i. e.,* general problems, are found.

There is a mode of presentation for the applications of number—measurements of areas, volume and capacity, wood measure, interest, commission, etc.—which leads the pupils to see the unity of these topics through seeing the general problems involved in all.

The general truth common to all the facts of arithmetic is the idea of quantitative relation involved in every measurement, and it is in the light of this truth that these facts must be identified.

To be qualified to teach any application of number to pupils, the teacher must know it in actual business, must have run "the fingers of his mind around its edges" in every day life.

The elements involved in an application of number should be so presented that the pupil may see their business relations and can properly relate them.

The demands upon the pupil should be such as to make of him an investigator and not a reproducer. He should be able to determine possible relations of elements after he sees the elements.

That the student may appreciate the above truths and may have a good knowledge of the subject matter of arithmetic, work is pursued as follows:

1. The nature of a measurement is studied, basing the work on measuring length, area, volume, cost, etc., showing the elements involved, their inter-relation, and their general problems.
2. A study of the solution of the equation revealing the use made of the five axioms,—adding equals to equals, things equal the same thing, etc.

3. A study of the applications of number by the following series of steps:

(a) Discussion of the topic, say taxes, basing said discussion upon local facts where possible, to lead the pupil to see the elements involved, their inter-relation, the practical problems involved, and the simplest expression of their solution.

(b) Oral solutions of simple examples dictated by teacher and pupils for immediate solution.

(c) Pupils make and solve simple practical examples of these problems.

(d) Examination of elements to discover all possible problems in the topic, and examples of these made and solved by pupils.

(e) Pupils make rules for the solution of examples in the topic.

(f) Solution of examples in the text if they are suitable.

(g) The pupils are led to see the identity of the problems of this topic with the three general problems in measurement.

4. Pupils are required to do considerable work in making practical problems in lumber measure, concerning the circle as involved in machinery, etc.

5. A study of the logical origin of number and the development of number processes, revealing the following:

(a) The ideas involved in each process—counting, addition, etc.

(b) The necessary steps in the presentation of each process that the child may apperceive the ideas readily.

(c) The relation of each process to those preceding it.

(d) The difficulties in the formal work arising from the use of our decimal system of notation.

(e) The adaption of the idea to the stage of mental development, *e. g.,* the explanation of, say, division of fractions to a fifth grade pupil, or the explanation of G. C. D. suitable for a fifth grade pupil.

(f) The presentation which presents the idea compared with some which do not present it.

Algebra.

Algebra differs from arithmetic in that it deals with number as expressed in general symbols. Here, as in arithmetic, we find two lines of work, viz: statements made and operations performed.

To most students the language and terms of algebra are indeed strange. The work begins with statements, in equations, of simple problems and the solution of these to introduce the meaning of the terms.

No rules are given for work, but rather the pupil is led to see the meaning of the expression, say $x—[24—x]$, and then to determine what must be done to simplify it. He is led to see that only four operations can be performed upon equals without destroying their equality, and to see that it is only by performing some or all of these that an equation can be solved.

In algebra, as in arithmetic, much oral work is done, especially in solving equations for practice. The aim here and the method are largely as in arithmetic.

The work done covers the matter presented in texts for high schools.

Geometry.

The Geometrician uses axioms and definitions as his earliest major premises and deduces truths, then uses these truths also as major premises, deducing yet other truths, and thus builds a science of quantity in extension.

Every truth is established by means of deductive reasoning and the language of geometry is that of logic in clearness. Hence the student is carefully led to see the sequence of geometric truths, to use the syllogism, and to distinguish between exact statements and those nearly exact.

Much of the classroom work consists of the development of series of propositions. For example, a figure is represented on the board and truths are stated or written by class. Then some auxiliary construction is added and an additional truth is given with the proof of its truthfulness. By this means a series of several propositions is sometimes deduced and the true meaning of the corollary is seen. Besides, the student learns his own power and becomes independent of the text and freed from its language.

Two terms are spent on plane geometry by all pupils, and one on solid geometry by the students taking the English course.

PHYSICS.

The subject matter of Physics is matter in motion to ascertain the laws governing the manifestations of physical energy and to learn what use has been and may be made of these laws in man's overcoming his limits.

The laws governing motion can be known only by being studied in phenomena. We may state laws, say, the "Law of Charles," "Archimides' Principle," "Ohm's Law," "Newton's Laws," etc., but these must be verified to have meaning to the student, and the student should do the verifying. It follows from this that the study of Physics must be carried on by means of experiments, using demonstrating apparatus.

The facts of Physics may be classified as facts concerning MASS motions—motions of falling bodies, machines, vibrating strings, air, etc., and MOLECULAR motions—heat, light, electricity, etc.

In studying these facts we begin with a study of those properties of matter necessary to a clear understanding of mass and molecular motions and their governing laws, then study the phenomena in which mass motion inheres, and lastly, those which involve molecular motions.

In the study of any series of phenomena, say those concerning the electric bell, the phenomena are studied, the law stated, explained and verified, and then the applications of the law in industrial life are carefully and extensively, for elementary work, considered. To study these applications advantage is taken of the opportunities to study them in local industries, as electric lighting, telephony, telegraphy, and flour making that the student may have a practical knowledge of Physics.

At every step the study of Physics involves measurement with some definite purpose in view hence its value, aside from the practical value of the knowledge, is very largely in the mastery it gives the student in accurate measuring, in correctly judging the effect of any known physical force, and in devising methods of elminiating variations in all factors of a problem but one that the effect of this one factor may be ascertained.

Illustration—To ascertain the effect of the length of a conductor upon its resistance, we must compare the resistances offered by several wires, differing in length (yet of known length) of equal cross-section, of equal temperature, and of identical material, and must devise some method of doing this by using principles studied.

It is the aim of our work to teach the facts of Physics in their relation to each other and in their application to industrial life, and such theories concerning motion and force as are now held by Physicists.

HISTORY AND GEOGRAPHY.

JESSE LEWIS.

The history of a people consists of their thoughts, ideas and principles, and is revealed to us by their acts, laws, customs, buildings, creeds, etc. We learn a people's history from a study of the development of their institutions, which embody their ideas, etc. Therefore the growth of institutions is the organizing idea of history. "In proportion as a people organize institutions that realize righteousness and goodness, or what is the same thing, justice and mercy, they achieve civilization." We measure a people's civilization by seeing to what extent all the institutions have been developed and to what degree all the people have an equal opportunity to participate in the various institutions. The mere events and acts of a people constitute the fact phase of their history, while their thoughts, ideas and deeds constitute their real history.

The mastery of the content through a study of the events is the real work of the student of history. The mastery of the content of history is the goal, or end, of all work in this subject, and must be in the mind of the teacher no matter what grade of work he is teaching. The remote end must largely control the immediate. If the end is not seen from the beginning, the work will lack unity and thoroughness. It follows that the teacher of any grade in history must know the content, to intelligently select the proper facts and present them in the proper order.

Organization is essential to real knowledge; it is also necessary to its retention, hence history must be organized. Facts can no more be remembered irrespective of their relation to what has gone before and what follows, than they can be explained and understood. Organization of history helps to determine what facts should be taught. The first requisite to teach history is a knowledge of the subject. It is necessary in order to give the insight, the interest, and enthusiasm so essential to success.

The Normal School has to deal with both the fact and the reflective phases of history; with the first, because a knowledge of the facts is essential to the understanding of the content, and because many of the important facts of history are unknown to a large number of the students who enter the Normal School. Without a knowledge of the content, the thoughts, ideas, etc., and their relation to each other, the preparation to teach the subject is inadequate. To see a particular movement in the history of a people and see all the particular facts as related to it, is to understand history in its scientific form. This is an essential part of the teacher's preparation.

It is not possible in the time allotted to the study of history to master all the facts, or to comprehend the entire subject, so it is the aim to teach the student how to master history by a careful and sysematic study of a part of the subject. An understanding of a part with a knowledge of how to study and a desire to know more of the subject is considered of greater value than a superficial knowledge of all history. To be able to master the content of history, to study it so as to teach it, the student must be in possession of the tools which he uses in dealing with the subject. He must have some maturity, must be in the reflective stage of his development.

"One of the aims in teaching history should be to awaken an interest in the wider experience of all those people whose achievements have become part of our common heritage and without some knowledge of which we can not understand our own civilization." Where no European history is taught, the pupils will likely remain in dense ignorance of all Europe, and all Europe has meant for American civilization." Since the conditions are such that it seems best in the Normal School to study American history before taking work in European history, the American colonial history is taught with its European connections, especially its connection with England. Without some knowledge of European history and its relation to our own, the notion of development, which is fundamental to a comprehension of history, will not be fixed.

Results of Historical Study.

The value of the study of history is much greater than is usually given to it. It secures a proper appreciation and a sympathy for the present by a study of the past. It develops in the student a capacity for seeing underlying reasons and for comprehending motives. It trains the student to investigate and search for the truth and gives a basis for future reading, trains in the use of books and teaches the value of a library. The study of history liberalizes the mind, freeing it from prejudices, narrowness, and selfishness. It furnishes ideals and instills patriotism. It puts meaning into the flag and our national songs. It gives training not only in acquiring facts but in arranging and systematizing them. It is especially adapted to give training in judging and reasoning. As an information study it is doubtful if any other school study ranks higher. It is the aim to cultivate in the student a taste for historical reading, and the power and disposition to study the subject systematically.

General History.

The work in General History, in the Latin course, covers three terms. The first and second terms are given to the study of Ancient History, beginning with Egypt and extending to 800 A. D. The third term is given to the study of English history with its European connections. It is the aim to give the students a knowledge of the beginnings of civilization and to trace the development of institutional ideas from the earliest times down to the founding of the United States. The latest and best text books are used, supplemented by daily work in the library. Special topics are assigned for individual investigation.

American History and Government.

One year is given to the study of American history and government. Although but a part of a term is given exclusively to the study of civil government, the growth of union and the ideas embodied in the Constitution are carefully worked out from the beginning of the study of the colonial period. The first and second terms cover the work to Washington's administration, the third term to the close of the Civil War.

The primary object of the first and second terms is to lead the student to see how our present institutions developed, and to see and appreciate the struggle of our forefathers in realizing what we now enjoy. The relation of the geography of the country to the early history; to the struggle between the French and the English, and the war for Independence, is carefully worked out.

In the first term special attention is given to the growth of local government, individual rights, religious liberty, representative government, union, schools, etc. These ideas, so far as time will permit, are traced from their origin in English history.

In the second and third terms the growth of union is traced and the forces that retarded its development are studied. What has been accomplished by our nation in a political, industrial, economic, and social way is the main work of these two terms, the greatest emphasis being given to the political since through the political the others are realized.

It is the aim to have the students see that while great problems have been solved by our nation in the past, as great, or greater are constantly coming up to be dealt with. Among the other things emphasized are: what facts to include and what to omit, the student being led to see that all facts or events are not of equal value in the study of great movements; the influence of individual men upon our national history, and the relation of events, causes, and results. Causes and results are taught as history as much as campaigns and descriptions of battles, and of greater importance.

Progressive maps are made by each student to show territorial growth, admission of new states and the growth of slave territory. Map work is also emphasized in the first term's work.

The latest and best text books are used, supplemented by a good working library.

ADDITIONAL WORK GIVEN IN THE ENGLISH COURSE.

Political Economy.

One term's work is given to political economy, and includes a study of production, exchange, distribution, and consumption of wealth. Prominence is given to questions of practical importance, such as tariff, taxation, banking, labor and capital, trades unions, etc. The work is introduced by a short study of the history of political economy and of the Industrial Revolution. The topics are discussed with special reference to American conditions and are illustrated by examples in American experience. The work is elementary and is intended to awaken an interest in the problems of the day and to give a basis for reading and an understanding of the questions now before the nation. The class is put in touch with the topics of the time by reports from the periodicals and newspapers kept on file in the library.

General History.

This term, the fourth in general history, is given to a more careful study of Medieval and Modern history. It includes the growth of the Church, the development of Feudalism, the rise of the Kingdoms of France, Germany, and other European nations, the influence of Mohammedanism, the Crusades, the rise and influence of monastic orders, the Renaissance, the Reformation, the struggle of the nations for supremacy and expansion, the domination of France, the rise of Russia and Prussia, the struggle for Colonial empire, and the French Revolution.

United States History.

A third term in United States history is given in the English course, and includes a study of our history since the Civil War. The work includes the following topics: reconstruction, industrial, economic and social development, political affairs, war with Spain, expansion, growth of the west, etc. The work is largely library. A review of the entire subject will also be made.

GEOGRAPHY.

(*Three Terms.*)

Geography deals with those truths which pertain to the earth in relation to man's institutional life, placing immediate emphasis upon business life.

In the language of Guyot, "Geography deals with the earth as the home of man." While the subject-matter of geography deals with nature and human nature, it is always faced one way, toward man. The study of geography as a natural science exclusively, is like the play of Hamlet with Hamlet left out. Seasons, winds, rainfall, surface-relief, soil, products, and industries are not geographical topics, unless they are studied in their interrelations as they make a home for man, and form a basis for his union in business, the division of labor, and the building and maintaining of society.

Geography as a subject consists in relations; it is the thinking of society in its formative process as based upon nature and nature's laws.

To have a clear concept of these relations implies a constructive knowledge of society and of the essential natural phenomena of the earth. The acquisition of the former is begun in the course in History, and that of the latter occupies the major portion of the time of the classes in Geography during the first two terms.

While the different topics of geography are closely interrelated, they may be regarded as falling into the somewhat artificial divisions of physical and political. This division is made on the basis of the aspect in which the earth is viewed.

From the former stand-point we view the earth as a physical thing, independent of man as a formative factor, except as the reaction of all plant and animal life influences minor details of its character. Sub-division of physical geography is more or less arbitrary and artificial, and made for convenience. For in mathematical geography, so-called, we see the earth as a body in space, as a planet with such definite relations to the sun that we see the phenomena of the seasons, the shifting of the heat-belts, whence we trace the comprehensive system of air currents. Thus we pass from a well defined astronomical phase by insensible degrees to the equally well defined science of meteorology, treating of the weather. Likewise, through the study of the influence of the moon as a cause of tides, we are carried to another equally well defined science—that of oceanography.

Again, we study about deposition of the debris of continents, and of animal remains, on the ocean bottom, and about the uplift above the ocean of these same deposits, and about their exposure to the destructive action of wind, frost, rain—in short, weather—all of which comes under the fairly well marked branch of natural science, physiography. This is often called geographic geology, treating of the earth's surface as a result, in contra-distinction to dynamic geology, treating rather of the forces acting in all time to bring about these present results, and to historical geology, dealing with the succession of the different strata, and the past geography of the time at which each was laid down. But even in physical geography we are compelled to draw heavily on our conceptions of time. The study of the relations of these various phenomena and their explanation constitutes the natural science, strictly speaking, in which man is a very much interested but utterly helpless spectator, when we consider the comparatively slight effect of his reaction on his environment.

The general geography, however, does not stop here. As the student has a clear grasp of each physical fact and geographical unit, he has presented to him the influence exerted by these on Man, upon him as a physical being and upon his development along institutional lines. The influence of natural conditions upon the larger social development that gives rise to national life brings us to the study of political divisions of the earth's surface.

The investigation of racial and national development, as such, belongs to the domain of history. The study of the present national boundaries of peoples and of their industrial activities is a part of political geography; and the lines of demarkation between this and physical geography is more apparent than real.

In political geography the earth is viewed as the theatre of man's actions and its central truth may be said to be man's use of the earth and its elements. During the first two terms' work in geography the student has viewed in their organic relations the essential elements of the natural phenomena which condition industrial life and, through that, all institutional life.

STATEMENT OF CLASS WORK.

The class begins with a detailed study of stream development, not only by the aid of the text, but by field observations on topographic units which reproduce faithfully, on a small scale, all the processes and stages of river development, of even the largest river systems. These field observations are recorded by sketches and reproduced in model. Thus the pupil is introduced at first hand to the action, on ground easy to become familiar with, of that important erosive force which he needs to understand in order to explain the cause of most of the physiographic forms with which he has to deal. His observation work on canyons, flood-plains, terraces, cut-offs, alluvial fans, deltas, cascades, all in miniature, helps to stimulate his imaginative faculties, and to enable him the more easily to form concepts of mountains and such other geographical units as have probably not entered into this experience.

The better to prepare the pupil for this reproduction work, and to understand the diagrams of the texts, he is carried through a simple series of laboratory exercises translating simple solids into terms of contour lines, contour lines into conventional islands, mountain peaks, etc., modeled in clay or moist sand, making sketches from the models, and making models from the cuts in the text. These exercises being made mostly to scale give the student a proper conception of the exaggeration in the models and relief maps as commonly made.

The vicinity of Mayville offers unique advantages in the study of typical stages of river formation. The best defined of the beaches of ancient Lake Agassiz are but a short distance away, and may be seen from the Normal School. Field excursions form an essential part of the physiographic work. Since this observation work, and the logical development of the subject from it, must be accommodated to the season, it starts at the first of the fall term and occupies the entire quarter. During this time, or following it, attention is given to making relief and contour maps, and to modeling in sand or clay. Common rocks are examined as to their more evident physical properties, and with regard to their importance as soil-forming materials.

The winter term is occupied mostly with the study of the seasons and weather. Simple appliances, such as can be constructed in the district schools, illustrate the place of the earth in the solar system, and demonstrate why the heat belts are located where they are. Demonstrations are made of such simple facts of chemistry and physics as are necessary to understand the constitution and behavior of the air. United States weather maps are freely used and the method of their interpretation taught.

POLITICAL GEOGRAPHY.

The work in physical geography is followed by a term in political geography, in which the aim is to lead the student to see and understand the latter in its relation to the former. The thought side, and not mere memory work, is emphasized.

The relation of man to his physical surroundings, how he is influenced by them, and how he modifies and controls them for his use, is a guiding principle in the study.

The location of cities, centers of population, certain industries, the location of railroads, canals, etc., are studied in relation to their physical conditions. The relation of city and country, the dependence of one section upon others, cause and effect, are some of the ideas made prominent.

The time is too short to make a complete study of the entire subject, hence the different geographical ideas of the United States are studied as types. Important topics are assigned to individual students for special study, and the report given to the class. The study is made intensive rather than extensive.

The knowledge gained of the United States is used as a basis in the study of other countries. Other countries are compared and contrasted with the United States.

NATURAL SCIENCE.

C. H. ROBISON.

The natural sciences may be roughly divided into those dealing with inanimate matter, such as physics, chemistry, some phases of physical geography, geology, astronomy, etc., and those dealing with living beings.

The study of living things is more specifically called biology. For convenience we speak of botany, or the study of plants, and of zoology, or the study of animals; but the distinction is rather artificial, as we have difficulty in a fine analysis, in formulating the characteristics that mark all the species of either as being separate from all of those of the other. For instance, we usually associate motion with animals, but barnacles and corals do not move after settling down in infancy in a certain place, and the slime molds, known as "sulphur flowers," creep along decaying logs. This latter is a good example of an organism that is claimed alike by botanists and zoologists. While on the other hand, microbes, variously known as germs of bacteria, were for a long time refused admittance into the ranks of either plants or animals, but are now recognized as being degenerate one celled plants. The microscope has revealed to us many plants that are motile during a part of their existence. All are familiar with the movements of clover leaves, tendrils of vines, etc. Other and more sure characters also fail in certain cases. Indeed, certain organisms seem to partake of the characters of both plants and animals.

A different alignment of biological study is on the divisions of anatomy, or the study of structure, of physiology, or the study of functions, and of ecology, or the study of the adaptations made by the organism to the external conditions. Plants and animals alike may be studied as to their make-up, the structure of their tissues and organs. Likewise they may be studied with reference to the way they act, to the way each organ performs its work, and to the way they adapt or accommodate themselves to their surroundings. Just as most plants have various organs, as roots, leaves, etc., and most animals such organs as stomach, lungs, etc., so also do plants perform the functions of absorbing water and minerals from the soil, and of manufacturing starch in the leaves, as truly physiological processes as those of digestion and breathing done by animals. The central idea of biology is the study of plants and animals as living things—things on a higher plane than inanimate objects. As living things, they are doing work; as successful living things, they have solved the equation of life, and have succeeded in adapting themselves to varying conditions.

The biological sciences lend themselves especially to the training of observational powers; and for this reason, furnish the favorite material for nature work. Since the material varies so considerably from time to time, and from place to place, a broad foundation in the biological sciences is necessary for successful work in this growing department of primary instruction.

Botany.

In theory plants should be studied in the order of their complexity and, what scientists believe to be the same thing, in the order of their development, beginning with the simplest types of thread-like water plants, and progressing through the mosses and ferns to the seed plants. In practice, however, this takes the student at the outset into a realm unknown and unrelated to his experiences, and necessitates the use, immediately, of the compound microscope, the technic of which calls for considerable skill. Moreover, experience has shown that better results are obtained, providing the study is pursued during the entire year, if the student begins by observing some of the gross structures of plants already familiar to him, then investigates the adjustments they have made to their environments, and sees how the structures studied are of advantage to the plants in their struggle for existence. Along with this should be studied fundamental functions. Thus, as the leaf is studied, we note the form, how the leaf of plants in the woodland differs in shape, covering, and other characters from the leaf of prairie plants; we investigate the evaporation of water from the leaf, the contrivances for regulating it; we also study the leaf as a factor, taking in certain gases from the air, water from the soil, and by the power of sunlight manufacturing them into starch, one of the foods of the plant. As the leaf has been studied both by observation and by experiment, so is the root studied, as an organ to anchor the plant, to absorb moisture and minerals, and often to store away food during the winter.

This autumn work is especially valuable in its training for nature work. It calls the student's attention to the many simple but wonderful facts observable while vegetation is alive. It introduces him to the fruitful topics of winter protection, such as bud formation, leaf coloring and leaf fall, and the odd winter habits of many winter herbs. It teaches him the need to the plant of such large underground structures as those possessed by the potato, turnip and others. In short it drills him in that rare art, so useful to a teacher, of keeping his eyes open.

During the pursuit of the work just outlined, is gained a familiarity with the use of ordinary dissecting tools and simple magnifying lenses, and later with the manipulation of the compound microscope. This very useful instrument, by making objects which are too small to be seen by the unaided eye, seem as large as pennies, opens up a new world to the student, and causes him to realize what a wonderful world lies about him. After using delicate instruments, and after receiving a preliminary training in the use of the compound microscope, the student is now ready to study types of the lowest orders of plants, the algae and fungi, such plants as the brook silk, or pond scum, as it is often called, yeast and bread-molds, then to take up the higher mosses and related types.

Preparatory to the work of the spring term, dealing more particularly with spring flowers, there is introduced considerable study of seeds and seedlings, not only as to their appearance as they emerge from the ground but also as to their physiology; as, demonstrations that they need oxygen just as we do; that they give out carbon-dioxide such as we breathe out, and various other experiments shedding light on the seedling's life activities. Closely related to the growth of seedlings is the study of soils. The effect on growth exerted by soils of different natures, by different depths of planting, the origin of soils, and their water-holding power, are some of the questions that arise in this connection.

The spring flowers are studied as types. Those are taken that best illustrate the increasing complexity attained as the plants become more highly specialized. Special pains are taken to show what are the marks of this advancement, and to demonstrate that the several criteria are related and usually accompany one another. Plant analysis is reduced to a minimum, only enough being done to show how it is accomplished. Neither is time spent in pressing and mounting flowers. Such work is wholly mechanical and without educational value. Where an herbarium is made in order to have the plants for reference, the work is of value, and as such, should be encouraged, but when made simply to meet certain time-honored requirements, the time is poorly spent.

This subject is pursued during the second year. The time occupied in recitation and in laboratory work is from seven to eight periods per week, averaging two double periods in the laboratory and two single periods for recitations, with one or two periods at the end of the week, according as the time may be spent in recitation or in the laboratory. In the fall and spring, field trips may take the place of laboratory exercises.

Elementary Agriculture.

The importance of some knowledge of the operation of Nature's laws bearing on the farming industry is generally recognized. In a state, whose main source of wealth is its agriculture industry, this is particularly true. In consonance with this idea has arisen the general demand for the introduction of the study of elementary agriculture in the common schools.

Elementary agriculture, as a study, deals with a body of facts which is not, for the most part, new; and which has not altogether failed to receive a certain amount of attention, in times past, in connection with other studies of the curriculum. Some of its content is botanical, some geographical, some chemical. Some of its important phases do not fall naturally under any one of these headings, and therefore have been neglected.

There is an advantage in gathering together these facts for comparison and for the purpose of focusing attention on their bearing on the general problem. At present, this is most easily done at some time during the course in botany; so that the more formal presentation of the principles of agriculture, as such, will be given in one of the terms of the botany year unit.

Zoology.

Since we may study the functions, or manner of doing work, of the simple animals as well as of the human body, it is evident that the single term "physiology" is not more applicable to the study of the activities of our own bodies than it is of those of lower animals. It is equally evident, since we must know much of the structure of our bodies, in other words, their anatomy, that the term "physiology" does not cover all that we study. Physiology, therefore, is one branch of zoology, as it is one branch of botany. In studying the human body we investigate both its physiology and its anatomy, as well as the no less important hygiene, treating of its proper care.

The work in zoology, including the study of the human body, forms a continuous year's work in the third year. To draw a sharp line of demarcation of the latter from the rest is no easy task, since the examination of vertebrate structure illustrates human anatomy, and the study of the activities of the protozoa gives us an insight into the workings of the constituent cells of our bodies. It is difficult, also, to separate them in the school year, since many topics not belonging to human physiology obtrude themselves into the time specifically set apart for it, else they must be omitted. By way of illustration, the birds are best observed, if we would make their acquaintance, at the time of their migration, or after. The development of the frog, or toad, is most interesting if observed on living material, available only in spring-time. In general, however, the formal study of the lower animals is taken up during the fore part of the year, while human structure and physiology occupies the class the latter part.

The statements made regarding the study of plants in their logical order, apply to that of animals, though the genetic relationship is less apparent, and the difficulties of beginning with the observation of one-celled organisms, owing to their motility, are much greater, unless the students have had previous training in the use of the compound microscope. Where insect life is abundant, there is an advantage in beginning zoology with the study of such forms.

The study of the human body must necessarily be carried on by the aid of manikins, models and the skeleton; but is logically related to the dissection of the vertebrate animals just previously studied. Under the sub-head of physiology, not only is great attention paid to the functions of the various systems of the body, but also to the subject of foods.

By demonstrations of artificial digestion, much can be shown as to the processes of alimentation. The nutritive values of foods, the constituents that give the values, and the merits of "mixed" and "vegetarian" diets are important topics of dietetics discussed.

Sanitation, not merely of the body, but of the home and land about it, are extremely important and receive the attention due them. Under the sanitation of the body belongs that subject of utmost importance in normal school work, the study of the effects of alcoholics and narcotics.

Many simple demonstrations of a chemical and physical nature are made to illustrate the character of some common elements and such important points as oxidation, the application of the laws of the lever to the mucles and bones, the mechanics of breathing, and points of a similar nature.

Approximately the same disposition of time is made between the recitations and the laboratory work as stated for botany, except that in human physiology the text book largely predominates.

A stereopticon of the latest interchangeable type supplements the microscope and text. It is operated both by electricity and sunlight, and will project images from lantern slides from many of the actual microscopic preparations, and even from living animals of extremely small size.

Neat and accurate records of the observations made, by means of notes and drawings, are essential in all courses.

MUSIC, DRAWING, PHYSICAL CULTURE.

EDITH E. BRANT.

Music.

It is the object of the work in music study, to enable students to understand thoroughly the elements of music; to read music at sight, to interpret songs with judgment and good expression; and to prepare the students to teach music successfully in the public schools. To this end, two terms of classwork in Theory and Method, as well as daily practice in "voice" and sight-reading in all of the four parts in a general chorus, are required.

In the first term of the class-room study, the basis of work is the major scale, and the working out of a complete chart of scale progressions by each individual student. The drills are presented with the idea of studying, first, the scale as a whole; second, the different tones in relation to any, or all other tones of the scale; third, the minor and chromatic scales in relation to the major scale. Rythm in undivided and evenly divided beats is introduced with the proper accents, and methods and special devices given to make more successful the presentation of this most poorly taught of all the divisons of music study.

A comprehensive set of elementary songs are thoroughly taught in this class. These illustrate each step of progressive study besides providing the prospective teacher with song material for the distinct seasons and "special" days as well as songs for daily use; among them are rate songs for pleasure and wholesome fun or mere beauty, and songs that in addition supplement nature study, physical training, and general lessons aside from their musical value.

In the second term the work of the first term is continued along more advanced lines. Chords and elementary songs are learned and devices for working out problems in difficult rythms are given.

Pupils are required in both classes, at times, to take charge of the lesson and develop a subject or give a drill on any point as called for by the instructor.

The voices are carefully exercised and a study of good tones and bad tones with an analysis of the faults producing the latter, and drills for correction is closely followed throughout both terms.

Since music is taking its place in the higher schools of learning, as a branch of mathematics, as well as a healthful moral and physical exercise, to be able to sing a few songs pleasantly is not sufficient preparation for teaching the subject acceptably in the public schools; our course, accordingly, has been made as broad and strong as the time that can be given to it will permit.

Drawing.

Drawing, from the stand point of an educator, is most valuable in cultivating close and accurate observation. The development of this faculty of the mind seems to be almost the opening of a new eye which sees forms, colors and degrees of light and shade never before even dreamed of by the student, and infinitely enlarges his capacity for the enjoyment of the world about him.

Scarcely less important than the faculty of observation are the creative and imaginative faculties. By these all progress in civilization is made. They are the faculties that take the commonplace realities and recombine them into new and beautiful or practical possibilities. In Drawing, form and surface, through observation, furnish the idea; creative and imaginative design utilize it either for beauty alone or for use.

These creative and imaginative powers lie dormant in every mind. All true art instruction should aim at their awakening, rather than the furnishing of materials for exact repetition. We are striving for this awakening in our students in a way that we trust they will be influenced to go out and strive likewise for the awakening in their own schools. ,

Four terms of recitation room work, without outside preparation of lessons, are required in Drawing.

Form, Direction of Lines, Light and Shade and Texture of Surface, form the basis of every lesson. Elementary work in water color and Indian ink is given, as well as the regular pencil charcoal sketching.

In the first term, simple type-forms, both plain and solid, are studied, with immediate application of principles learned, in sketches of common objects. Simple landscape, flower forms and surface treatment are brought into notice; and planning as to place on paper, size and correct proportions, is a part of every exercise. In color, plain and graded washes are practiced upon, and "flat" color applied to decorative design.

In the second term, the plan of the first term's work is continued in a more advanced form. Grouping of objects and the choosing of a pleasing view point is discussed and practiced by the pupils. Landscape from nature is practiced often as possible, and from photographs where nature is impracticable.

The third term continues the work of the second term, having in addition the study of the human figure-type and from pose and casts; also perspective principles.

The fourth term continues perspective and advanced practice along all other lines previously named, and makes a specialty of color in plant life, flowers and landscape.

Throughout the course, systematic critic lessons give pupils opportunity to observe the work of other members of the class—discuss different devices for arriving at like results, etc. These lessons are among the most valuable in fitting for the after work of teaching.

Physical Training.

The class work in Physical Culture, compulsory upon all first-year students, gives thorough drill in correct standing and sitting positions, both active and resting; also rising and being seated without awkardness; marching and walking correctly. Individuals are tested, faults and weaknesses noted and corrective and strengthening work suggested.

Following this, comes sets of rythmical gymnastics, systematically graded for Primary, Intermediate and Grammar grade use, beginning with light, simple, single, arm, foot, leg or trunk movements and developing into strong co-ordinated exercises bringing into simultaneous use every muscle of the body.

Method of presentation, school hygiene and faults in school furnishings are discussed, and students at times, take charge of the class for practice in directing lessons.

In view of the demands of the present strenuous life upon the general vitality of the people of the North and Central portions of our country, and the appalling prevalence of lung diseases, very especial attention is given to breathing, enlargement of lung capacity, and exercises acting directly upon the vital organs and the circulation.

The course as a whole is primarily designed to give to the Normal student, himself, ease of movement and well-balanced poise, and a strong vitality, and through him, to bring about better physical conditions in the schools in which he will teach.

Penmanship—Two Terms.

The value of good penmanship is emphasized. Movement and form receive equal attention. Good form is essential to legibility without which writing is of no use; good movement, that is the ability to write with a fair degree of speed, is of equal importance.

The muscular, or forearm movement, is taught. If the two are combined in all practice there is no reason why the student may not learn to write well in a comparatively short time.

ART OF PRIMARY INSTRUCTION.

LAKE G. WATSON.

In all the courses in special method an effort is made to present the subject in its two fold relation, its relation to the child and its relation to life.

Child study has revealed the fact that, within broad general lines, each stage of child development is characterized by some predominating activity, and is accompanied by the appearance of certain instincts and impulses. These native instincts and impulses determine not only the phase of a subject which should be presented at a given time, but also its mode of treatment. To show the real significance of the subject, however, it must also be presented in its relation to life. Facts have little value unless they interpret to the individual the life which he sees about him, and a knowledge of processes is meaningless except as these are conceived as instruments of social intercourse.

In this endeavor to present the various school subjects in their relation to the whole of which they represent particular aspects, that is, their relation to human experiences, the unity and continuity of the experience of the child will also be conserved.

Again, in all work in method, there is an attempt to establish a more normal relation between information and volition, between learning and doing, than commonly prevails in the work of the elementary school. The relation between thought and action as it exists in the practical affairs of life is taken as the standard, so far as school conditions will admit. In order to secure this balance between the intellectual and volitional phases of the work the need of motive, of a purpose that is intelligible to the child, that attracts him, and that will call forth the interest requisite to meet and overcome the difficulies involved in the attainment of the end sought, is recognized. To this end, also, the importance of abundant opportunity for and varied means of self expression is urged.

The cultivation of the social instincts is also emphasized and each course in special method includes suggestions as to means for making the subject contribute to the social organization of the school.

Method in English.

This course comprises method in reading, language, both spoken and written, and grammar. In each a distinction is made between the form and content aspects of the subject, particular emphasis being placed upon the latter.

Reading.—In reading the first step is to arouse a desire to read, a conscious need of this means of sharing the thought and experience of others along lines of common interest. The study of the development of speech reveals the psychological principles upon which it is based, and its relation to the mastery of written language.

While the main emphasis is placed upon thought, due consideration is given to the most effective and economical means of overcoming the mechanical difficulties in connection with learning to read and different methods are examined and criticized from the standpoint of the educational principles involved.

The selection and treatment of material for reading lessons and the development of literary taste are also discussed.

Language.—Language as a means of communication of thought presupposes thought as its base. This relation between content and form should characterize all work in language throughout the elementary school course. Spoken language is considered in its relation to written language, and the importance and means of establishing correct forms in both are emphasized.

Grammar.—Grammar involves an examination into the structure of language, as determined by the thought to be expressed. The insight gained by such a critical study establishes a standard of judgment by which written and spoken language may be measured.

Method in Arithmetic.

Since the number idea has its origin in measurement, the initial steps in the study of arithmetic should deal with magnitude. The child should first be made to feel the need of measure as a means of the attainment of an end suggested by some other phase of the school experience. Throughout the elementary school course this practical relation between number and measure should be kept prominent.

From vague and indefinite ideas of relative magnitude definite ideas are acquired through the exact comparison of magnitudes. These relations are expressed by means of symbols, which should be presented only after the idea has been well established. While skill and accuracy in the use of symbols are essential they should not be secured at the expense of the idea represented by the symbol.

The various applications of number in business should be presented in their relation to the social organization which gave rise to them, and should become the means of interpreting this to the child.

Method in History.

The purpose of history in the elementary school should be to afford a clearer insight into present conditions through a study of the record of the past.

A knowledge of the local environment, including social, industrial and civil relations, followed by the boarder view gained through a study of the typical occupations of society, acquaintance with primitive life as representative of the simplest form of social organization, the relation of discoveries and inventions to human progress, and the study of epochs illustrative of particular ideas, are some of the steps by means of which this insight may be gained.

ENGLISH.

JESSE C. CHILDS.

On basis of subject matter, studies may be divided into two classes: thought studies and language studies. The difference between these is that the language studies deal with language as a means of expressing thought, while the thought studies do not. Examples of the former would be grammar, rhetoric and reading; of the latter geography, history and algebra. Of course, the thought studies involve the use of language, and may incidentally teach its use, but this is not their purpose. On the other hand, the language studies deal with thought as well as with language. Grammar, for instance, is based upon pure thought, as will be seen later. However, this does not invalidate the distinction between the language studies and the thought studies. It still remains true that the language studies have for at least a part of their subject matter language as a means of expressing and communicating thought, while the thought studies do not. The English work has to do with the language studies. The general characteristics of these will first be noted, and then the particular characterictics of each individual member of the group. Language exists for the purpose of expressing thought. The mental activities are ideas, thoughts, themes, named in order of complexity. To express these are words, sentences, and discourse. On basis of unit dealt with, the language studies may be divided into three classes: word studies, which include orthography, orthoepy, and word-analysis; sentence studies, which include grammar; and discourse studies, which include reading, literature, and that double study of which rhetoric is the theoretical and composition the practical part.

Orthography or spelling is that word study which has for its subject matter the correct representation of words by means of printed characters. The ability to spell correctly is a matter of great importance to every person who expects to teach. Accordingly this subject is given due attention in the Normal School. Students are given systematic instruction in the subject, and in addition to this their spelling is always subject to the criticism of their instructors. The spelling of the English language is somewhat illogical, yet there are certain valid principles, and with these the pupil is required to familiarize himself. Where spelling is abitrary, he is required to learn individual words.

Orthoepy deals with correct pronunciation. Like orthography it should be studied by principles in so far as possible.

Word analysis deals with the origin and derivation of words. It gives a grasp of the meaning of words as no other work does. At various times during his course the student is brought into contact with it, greatly to his benefit.,

Grammar is that language study which has for its subject matter the sentence. When studying the parts of speech, it might seem that the word is the subject matter or unit. However, a little consideration will show that this is not true, for no word has grammatical properties or even a definite meaning except as it is used in a sentence. The same word may be used as several parts of speech, and there is no wav of telling which it is until it is seen in a sentence.

Grammar has for its subject matter the sentence. A sentence exists to express a thought. As the structure of a tool is determined by the purpose it serves, so is the form of a sentence determined by the nature of the thought which it expresses. This, then, is the determining fact in grammar—the three parts of the sentence expressing the three elements of the thought. This is the underlying truth which gives life and coherence to what would otherwise be a dead mass of unrelated facts.

The application of this principle according to sound rules of pedagogy is method in teaching grammar. The principle of going from the whole to the parts determines the order in which the subject shall be taken up. The work is divided into four different steps. First, the sentence as a whole is studied, and the common characteristics of all sentences are discovered. Second, sentences are divided into classes, and each one of these classes is given careful study. Third, the component parts of sentences, such as phrases and clauses, are carefully considered. Fourth, the smallest divisions of the sentence, the parts of speech, are worked out in detail. This method of study gives a complete understanding of the whole subject in its logical order.

All through the course, grammar is treated as a logical inductive subject which the students can think out for themselves. By the study of individual sentences they are led to see the general truths which these exemplify. They are thus enabled to formulate their own rules and definitions, and are made independent of texts, although they are referred to all the standard works on the subject. Each student constructs for himself the subject of grammar.

Discourse is the oral or written expression of connected thoughts. According to psychology, there are three phases of the self, the intellect, the feelings or emotions, and the will. Discourse may be classified according as it appeals predominantly to one or another of these phases. This division gives didactic discourse, emotional discourse, and ethical discourse. This distinction is of fundamental importance in the consideration of the discourse studies.

Reading is that language study which teaches the comprehension or the comprehension and expression in the author's words of the thought expressed by the printed page. It thus has two phases: the comprehension, and the expression of the thought expressed by the printed page. Of these the first must precede the second. It is the more important, not only because most reading is silent, not oral, but because good silent or mental reading will nearly always in time produce good oral reading. Poor oral reading results from imperfect comprehension. Hence the practical way to produce good oral reading is to teach the pupils to grasp the thought presented on the printed page.

Rhetoric deals with the most effective way of presenting a series of related thoughts to a reader or hearer. One person wishes to appeal to the intellect, to awaken the emotions, to move the will of others. This conscious purpose will determine the subject matter of the discourse. The characteristics of the readers or hearers will determine its form. An understanding of these truths is of prime importance to the student of rhetoric. Herbert Spencer's principle of the economy of attention is a very helpful auxiliary to these, especially in the matter of didactic discourse.

According to the nature of the idea presented, discourse is divided into narration and description, which deal with particular ideas, and exposition and argumentation, which deal with general ideas. After pupils are well grounded in the fundamental principle of the subject, they study carefully some masterpiece of narration, such as Hawthorne's Great Stone Face, and learn from that the characterictics and problems of narration. Then they are assigned composition work to give practice in applying what they have just learned. One long composition a week is required and often shorter ones in addition. These are subjected to helpful criticism by the instructor and fellow students. The other divisions of discourse are taken up in a similar manner.

Literature is the expression of the noblest thoughts of the world's best thinkers in appropriate literary art forms. It appeals to the various phases of the self above noted. The art form itself may in addition have an aesthetic value. The problem in the teaching of literature is to lead the pupils to grasp the thoughts presented and to appreciate the beauty and appropriateness of the method of their expression. The masterpieces studied are chosen with the purpose of giving the pupils an acquaintance with the various literary forms. They are studied as types rather than as isolated specimens. An attempt is made to impart to the students some of the principles or literary criticism, and to inculcate such a love for that which is good in literature that they may in after life choose their reading wisely, and read it with understanding.

ALUMNI ASSOCIATION.

OFFICERS.

R. L. Colvin,	*President*
A. G. Miller,	*Vice-President*
Emma F. Lucken,	*Secretary and Treasurer*

EXECUTIVE COMMITTEE.

R. L. Colvin
A. G. Miller
Emma F. Lucken
Sophia Springer
Edith B. Carhart
Jesse Dawson

CATALOGUE OF ALUMNI.

FIRST GRADUATING CLASS, '95—15.

Boyum, E. E.	Jennings,	La.
Brumwell, Milton	Hatton,	N. D.
Butler, W. H.	Cooperstown,	N. D.
Courtney, W. J.	Page,	N. D.
*Dallas, David		
Frazier, L. J.	Hoople,	N. D.
Morrish, W. J.	Page,	N. D.
Putnam, Grace B.	New Rockford,	N. D.
Allen (Saunders), Ida B.	Missoula,	Montana.
Sinclair, J. H.	Cooperstown,	N. D.
Smith, R. L.	Grand Forks,	N. D.
Sonderall, J. B.	Grafton,	N. D.
Springen, Sophia H.	Mayville,	N. D.
Warren, E. G.	Minot,	N. D.
Williams, Louis	Davenport,	Iowa.

SECOND GRADUATING CLASS, '96—13.

Boyum, George	Jennings,	La.
Brown, W. G.		
Macdonald (Belanger), Katrine	Lidgerwood,	N. D.
Kaldor, Theo.	Hillsboro,	N. D.
Koppang, Sophia	Portland,	N. D.
Anderson (Larson), Louise	Markham,	Texas.
Moen, Ida	Mayville,	N. D.
Mooers, W. G.	Devils Lake,	N. D.
McDonald, N. C.	Lidgerwood,	N. D.
Patterson, Henry	Hoople,	N. D.
*Sunderland, T. S.		
Brown (Thams), Fredrica		
Wambheim, Mary	Mayville,	N. D.

THIRD GRADUATING CLASS, '97—7.

Carlile, A. M.	Grandin,	N. D.
Hasselquist, Thomas A.	Sherbrooke,	N. D.
Keene, (Josh), Minnie S.	Sherwood,	N. D.
Keene, Edward O.	Sherwood,	N. D.
Sinclair, Edith R.	Hannaford,	N. D.
Thornton, Edgar.		
Mooers (Walton), Libbie C.	Devils Lake,	N. D.

*Deceased.

FOURTH GRADUATING CLASS, '98—3.

Fecher, Gilbert O.	Hatton,	N. D.
Lucken, Emma F.	Mayville,	N. D.
Walbom, Anna A.	Fergus Falls,	Minn.

FIFTH GRADUATING CLASS, '99—13.

Anderson, Sophia	Fargo,	N. D.
Blackorby, Charles E.	Cando,	N. D.
Bolstad, Andrew L.	Ashley,	N. D.
Carhart, Edith Beebe	Mayville,	N. D.

Colvin, Robert	Cando,	N. D.
Hillier, Geo. H.	Hoople,	N. D.
Halland, Hannah Alice	Fargo,	N. D.
Johnson, Kittie May	Pembina,	N. D.
Curry (Long), Adelaide S.	Finley,	N. D.
Moskau, Gilbert	University,	Minn.
Porter, W. H.	Olga,	N. D.
Rosholt, Ruth	Minneapolis,	Minn.
Sletto, Anna	Cando,	N. D.

SIXTH GRADUATING CLASS, '00—20.

Burdick, Usher L.	Hampden,	N. D.
Burdick, (Robertson), Emma	Hampden,	N. D.
Berrington, Blanche Frances	Michigan,	N. D.
Carlile (Cooper), Margaret	Grandin,	N. D.
Reed (Cruden), Nellie	Dickinson,	N. D.
Cassidy, James H.	Leeds,	N. D.
Deitz, Helen M.	Hood River,	Ore.
Hibbard, Mabel E.	Berkeley,	Cal.
Keene, Rena E.	Hope,	N. D.
McCarten, Margaret	Fargo,	N. D.
McCarten, Tene	Cogswell,	N. D.
McCarten, Cinda	Cando,	N. D.
Morrish, Ada Maud	Lidgerwood,	N. D.
Miller, Albert G.	Sherbrooke,	N. D.
Nestos, R. A.	Minot,	N. D.
Sinclair, Sadie J.	Minneapolis,	Minn.
Skrivseth, Bendick O.	Aneta,	N. D.
Tyler, (Watkins), Augusta A.	Manganola,	Col.
Edwards (Wilkins), Coral	Fargo,	N. D.
Poulson (Wold), Inga	Valley City,	N. D.

SEVENTH GRADUATING CLASS, '01—15.

Swartwood (Adams), Eva M.	Grandin,	N. D.
Anderson, Annie Frances	Finley,	N. D.
Dolve, Nels O.	University,	N. D.
Erickson, Mathias B.	Hillsboro,	N. D.
Halldorson, Halldor	Souris,	N. D.
Hendrickson, Lillie	Willow City,	N. D.
Hiller, Will A.	Hoople.	N. D.
Jones, Charlotte	St. Thomas,	N. D.
Kaldor, Ole O.	Hillsboro,	N. D.
King, Sylvia L.	Fargo,	N. D.
Morrill, Jessie	Palmer,	N. D.
McCarten, Emmett	Fargo,	N. D.
Vinje, Elvin	Conway.	N. D.
Ackerman (Willis), Bessie	Manila,	Wash.
Whittemore (Lynn), Blanche G.	White Earth,	N. D.

EIGHTH GRADUATING CLASS, '02—22.

Aspinwall, Mabel	Wahpeton,	N. D.
Parsons (Burd), Daisie	Edinburg,	N. D.
Larin (Carhart), Margaret	Mayville,	N. D.
Clunis, Viola	Hoople,	N. D.
Crothers, A. R. E.	Grand Forks,	N. D.
Deitz, Effie	Kempton,	N. D.
DeNoyer, John	Graham's Island,	N. D.
Erickson, Edward	Madison,	Wis.
Anderson (Ferguson), Lela E.	Fargo,	N. D.
Fingerson, Emily	Larimore,	N. D.
Hocking, William	Chicago,	Ill.
Koppang, Olga	Portland,	N. D.

Kuhn, Elizabeth	Park River,	N. D.
Morrish, Carrie	Mayville,	N. D.
Parsons, W. Earl	Edinburg,	N. D.
Peterson, Eli E.	Leeds,	N. D.
Poulsson, Eleanor	Mayville,	N. D.
Roberts, Ruth	Minneapolis,	Minn.
Shear, Maude B.	Buxton,	N. D.
Sando, Anna	Portland,	N. D.
Skarperud, Andrine L.	Portland,	N. D.
Voge, Ole O.	Dundee,	N. D.

NINTH GRADUATING CLASS, '03—21.

Anderson, Josephyne	Finley,	N. D.
Anderson, Rena	Thompson,	N. D.
Champine, Inez E.	Fargo,	N. D.
Chantland, Ellen J.	Park River,	N. D.
Dawson, Jessie	Cando,	N. D.
Forre, Anne E.	Mayville,	N. D.
Jobe, Elizabeth	Milton,	N. D.
Koerner, Lottie F.	Cando,	N. D.
Lerom, Bertha	Madison,	Wis.
Lerom, Hattie	Madison,	Wis.
Lerom, Marie	Lidgerwood,	N. D.
Lynner, Hilda	Mayville,	N. D.
Mitchell, Jessie	Crystal,	N. D.
Palmer, Bertha R.	Larimore,	N. D.
Raaen, Aagot	University,	Minn.
Sando, Olga M.	Portland,	N. D.
Shortridge, Lila V.	Devils Lake,	N. D.
Sorensen, Mamie	Larimore,	N. D.
Thomson, Tilda	Kelso,	N. D.
Vannier, E. Laurena	Larimore,	N. D.
Wilbur, Ruth A.	Cumings,	N. D.

TENTH GRADUATING CLASS, '04—26.

Abel, Melvina G.	Brocket,	N. D.
Burbidge, Anna J.	Cando,	N. D.
Chase, Mary B.	Reynolds,	N. D.
Charlton, Ethel G.	Fargo,	N. D.
Cliffgard, Theo. J.	Grafton,	N. D.
Crafer, Thomas, LL. B.	Drayton,	N. D.
Denning, Lillie M.	Lidgerwood,	N .D.
Erickson, Oscar	Edinburg,	N. D.
Fiske, Etta G.	Hunter,	N. D.
Fraser, Anna M.	Drayton,	N. D.
Hazzard, Olive E.	Cavalier,	N. D.
Haywood, Margaret, B. S.	Larimore,	N. D.
Hegland, Clara	Cavalier,	N. D.
Hill, Minnie	Aneta,	N. D.
Keeping, Kimball	Murray Harbor South,	Wash.
Lucken, Lillie M.	Cando,	N. D.
MacLeod, John	Chaffee,	N. D.
McElfresh, Elinor R.	Devils Lake,	N. D.
McLean, Anna	Perth,	N. D.
McMordie, Margaret N.	Hunter,	N. D.
Morrish, Minnie Violet	Devils Lake,	N. D.
Nelson, Anna S.	Cavalier,	N. D.
Scott, Georgie, A. B.	Casselton,	N. D.
Shortley, Ethel A.	Tower City,	N. D.
Smith, Robert E.	Hankinson,	N. D.
Wold, Jennie	Lidgerwood,	N. D.

CATALOGUE OF STUDENTS.

The following list does not contain the names of pupils in the practice department, or Model School. It includes only those who are taking the teachers' course in the Normal School.

POST GRADUATES—21.

Berrington, Blanche	Class of '02	
Burbidge, Annie J.	Class of '04	
Colvin, R. L.	Class of '99	
Crafer, Thomas, LL. B.	Class of '04	
Kaldor, Ole O.	Class of '01	
Koppang, Olga	Class of '02	
Koppang, Sophia	Class of '96	
Lynner, Hilda	Class of '03	
McElfresh, Elinor	Class of '04	
MacLeod, John A.	Class of '04	
McMordie, Margaret	Class of '04	
Morrish, Ada M.	Class of '00	
Morrish, Carrie M.	Class of '02	
Morrish, Minnie Violet	Class of '04	
Sando, Anna	Class of '02	
Sando, Olga M.	Class of '03	
Skarperud, Andrine	Class of '02	
Smith, R. E.	Class of '04	
Wallace, B. A.	Winona,	Minn.
Wambheim, Mary	Class of '96	
Wold, Jennie	Class of '04	

UNDERGRADUATES.

SENIORS 1905—33.

Anderson, Alma R.	Portland,	N. D.
Anderson, Hilda	Pelican Rapids,	Minn.
Anderson, Loretta C.	Portland,	N. D.
Barnfather, Cora	Williston,	N. D.
Carter, Nina B.	Mantador,	N. D.
Cowden, Marie V.	Mayville,	N. D.
Eaman, Effie P.	Hunter,	N. D.
Erickson, Clara	Mayville,	N. D.
Helgeson, Matilda	Minnewaukan,	N. D.
Hepburn, Margaret	Blanchard,	N. D.

Hunsley, Edythe A.	Williston,	N. D.
Kirkeberg, Ingrid C.	Cumings,	N. D.
Kramer, Ethel O.	Wahpeton,	N. D.
Levin, Aaron	Park River,	N. D.
Lucken, Etha L.	Mayville,	N. D.
MacLean, Etta A.	Drayton,	N. D.
Miller, Edith B.	Mayville,	N. D.
Murphy, R. B.	Sea View, P. E. I.,	Canada
Olson, Clara J.	Hillsboro,	N. D.
Olson, Cora A.	East Grand Forks,	Minn.
Palmer, Jeanne	Fort Totten,	N. D.
Plummer, Maude E.	Grand Forks,	N. D.
Plummer, Ida M.	Grand Forks,	N. D.
Ronning, Hulda M.	Souris,	N. D.
Thacker, Nellie G.	Hamilton,	N. D.
Thompson, Charlotte	Churchs Ferry,	N. D.
Trageton, O. O.	Northwood,	N. D.
Tvenge, Wilhelm P.	Hatton,	N. D.
Vannier, Lucy R.	Devils Lake,	N. D.
Waiste, Lucy B.	Minneapolis,	Minn.
Wallace, Irene	Hamilton,	N. D.
Weltzin, Marie A.	Mayville,	N. D.
Wilkins, Stella F.	Oakes,	N. D.

FIRST, SECOND AND THIRD YEAR STUDENTS—310.

Aasen, Christine H.	Clifford,	N. D.
Aaserud, Mabel	Portland,	N. D.
Adams, Clara	Oakes,	N. D.
Adams, Josie	Oakes,	N. D.
Amb, Julia	Portland,	N. D.
Ames, Cora	Mayville,	N. D.
Ames, Regina	Mayville,	N. D.
Amsdell, Hettie T.	Hope,	N. D.
Anderson, Cora M.	Hatton,	N. D.
Anderson, Ida	Portland,	N. D.
Anderson, Josephine	Portland,	N. D.
Anderson, Matilda	Portland,	N. D.
Anderson, Mary	Portland,	N. D.
Anderson, Minnie	Mayville,	N. D.
Anderson, Tildie	Walcott,	N. D.
Atkins, Geo. F. B.	Arvilla,	N. D.
Babcock, Floris M.	Portland,	N. D.
Bagley, Buena M.	Wahpeton,	N. D.
Bakken, Ellen	Hatton,	N. D.
Barnes, Maude	Gilby,	N. D.
Bennett, Annie	Hillsboro,	N. D.
Bennis, Mrs. Weltha	Cooperstown,	N. D.
Berg, Gunda	Hatton,	N. D.
Berger, Theresa	Ruby,	N. D.
Berrington, Agnes G.	Mayville,	N. D.
Best, May Marguerite	Casselton,	N. D.
Bingham, Daisy	Cumings,	N. D.
Bishop, Mae L.	Davenport,	N. D.
Bjelde, Josephine	Mayville,	N. D.
Blakely, Thomas	Hope,	N. D.
Bland, Kate	Lakota,	N. D.
Bonnell, Kittie	Blanchard,	N. D.

Borderud, Ida	Kindred,	N. D.
Boyum, Nora A.	Dickey,	N. D.
Braaten, Iver	Kindred,	N. D.
Brand, Alice	Wahpeton,	N. D.
Bratlee, Grace E.	Webster,	N. D.
Buckland, Loretta E.	Petersburg,	N. D.
Butterfield, Effie M.	Caledonia,	N. D.
Burdick, Maude	Oberon,	N. D.
Byington, Florence	Wonewoc,	Wis.
Cameron, Mrs. Eunice	Erie,	N. D.
Campbell, Elsie V.	Wyndmere,	N. D.
Campbell, William	Lakota,	N. D.
Carhart, Agnes B.	Mayville,	N. D.
Carhart, Ruth M.	Mayville,	N. D.
Carlson, Anna	Dwight,	N. D.
Carlson, Christine,	Dwight,	N. D.
Chisholm, Margarite	Devils Lake,	N. D.
Chilsted, Hannah	Portland,	N. D.
Chilsted, Ida	Portland	N. D.
Christianson, Helen	Buxton,	N. D.
Clarke, Edna M.	Portland.	N. D.
Clarke, Elizabeth	Wyndmere,	N. D
Cochrane, Mary	Grandin,	N. D.
Coleman, Emma C.	Portland,	N. D.
Conroy, Annabel	Hope,	N. D.
Cooley, Clarice E.	Hope,	N. D.
Cooley, Kathleen	Hope,	N. D.
Corrigan, Mary	Lakota,	N. D.
Dokken, Lena	Kindred,	N. D.
Davies, Belle	Hillsboro,	N. D.
Davis, Edith M.	Clifford,	N. D.
Dolve, Mary	Portland,	N. D.
Dolve, Ole H.	Portland,	N. D.
Ellertson, Hannah	Niagara,	N. D.
Ellingson, Emma H.	Hunter,	N. D.
Elstad, Selma	Kindred,	N. D.
Engleking, Rose	Davenport,	N. D.
Erickson, Alfred	Edinburg,	N. D.
Fahey, Agnes F.	Lakota,	N. D.
Facey, Jennie E.	Aneta,	N. D.
Fedje, Millie S.	Hoople,	N. D.
Fladeland, Fay	Portland,	N. D.
Fladeland, May	Portland,	N. D.
Foley, Edward	Michigan,	N. D.
Foley, Jennie E.	Lakota,	N. D.
Forbes, Frances N.	Dwight,	N. D.
Forest, Irene	Embden,	N. D.
Forthun, Nellie	Cumings,	N. D.
Fossan, Ingeborg	Dalton,	Minn.
Fowler, Clara L.	Michigan,	N. D.
Funderhide, Florence	Cando,	N. D.
Funderhide, Grace	Cando,	N. D.
Gaulke, Nettie	Thompson,	N. D.
Gaylord, A. A.	Sharon,	N. D.
Gilbertson, Laura	Clifford,	N. D.
Gilbertson, Ole I.	Walcott,	N. D.
Grant, J. C.	Hankinson,	N. D.
Grant, Marguerite M.	Lakota,	N. D.
Grimstvedt, Anna M.	Blanchard,	N. D.

Grimstvedt, Helga M.	Hillsboro,	N. D.
Grinde, Anna	Portland,	N. D.
Guberud, Christ	Portland,	N. D.
Hagen, Mrs. Belle	Cooperstown,	N. D.
Halverson, A. G.	Lake Wood,	N. D.
Hankins, Samuel L.	Oberon,	N. D.
Hannon, Ruth	Colfax,	N. D.
Hanson, Carrie	Mayville,	N. D.
Hanson, Emile	Christine,	N. D.
Hanson, Henry H.	Mayville,	N. D.
Hasselquist, Mrs. Rida N.	Sherbrooke,	N. D.
Hauge, John W.	McVille,	N. D.
Hawes, Myrtle E.	Hankinson,	N. D.
Hellekson, Matt	Edinburg,	N. D.
Helling, Alfred S.	Walcott,	N. D.
Helling, Alma	Walcott,	N. D.
Herbrandson, Nina	Caledonia,	N. D.
Hill, Ethel Mae	Erie,	N. D.
Hocking, Harry	Absaraka,	N. D.
Hocking, I. N.	Absaraka,	N. D.
Hocking, Thomas	Absaraka,	N. D.
Holbrook, Bessie L.	Rugby,	N. D.
Holland, Amanda	Mayville,	N. D.
Holland, Mary	Blanchard,	N. D.
Holmes, Babel G.	Lynchburg,	N. D.
Hoose, Mae	Caledonia,	N. D.
Houser, Maud E.	Hillsboro,	N. D.
Iverson, P. J.	McIntosh,	N. D.
Jenkins, Susie A.	Erie,	N. D.
Jenkins, Sarah C.	Erie,	N. D.
Jesten, Ingleiw	Casselton,	N. D.
Johnson, Anna J.	Mayville,	N. D.
Johnson, Anna M.	Edinburg,	N. D.
Johnson, Ella	Buxton,	N. D.
Johnson, Emma	Hatton,	N. D.
Johnson, Hannah	Hillsboro,	N. D.
Johnson, Helga	Mayville,	N. D.
Johnson, Ida J.	Clifford,	N. D.
Johnson, Jennie W.	Caledonia,	N. D.
Johnson, Julia	Union,	N. D.
Johnson, Manvile,	Alida,	Minn.
Johnson, Mary	Cumings,	N. D.
Johnson, Martha	Cumings,	N. D.
Johnson, Runga	Casselton,	N. D.
Johnson, Silva	Mountain	N. D.
Johnson, Sophia	Cumings,	N. D.
Jones, Jessie A.	Hankinson,	N. D.
Kaldor, Enock M.	Hillsboro,	N. D.
Kelly, Kathleen	Mayville,	N. D.
Kelley, Maud E.	Grand Forks,	N. D.
Kelly, May A.	Mayville,	N. D.
Kelly, Susie M.	Glover,	N. D.
King Nettie M.	Fairmont,	N. D.
Kjelsberg, Anna C.	Mayville,	N. D.
Kramer, Alvina	Hankinson,	N. D.
Kruse, Anna M.	Mayville,	N. D.
Kulstad, Mary	Halstad,	Minn.
LaQua, Elizabeth	Hankinson,	N. D.
Larson, Martha	Mayville,	N. D.

Leland, Maggie	Mayville,	N. D.
Lee, C. O.	Hendrum,	Minn.
Lee, Marion	Lakota,	N. D.
Leeper, J. R.	Michigan,	N. D.
Lincoln, Celestine H.	Gardner,	N. D.
Lura, Emma R.	Mayville,	N. D.
Lura, Ida O.	Mayville,	N. D.
Lura, Effa A.	Mayville,	N. D.
Lund, Pauline	Portland,	N. D.
Lium, G. A.	Christine,	N. D.
Luckey, Effie D.	Lakota,	N. D.
McVey, Jessie	Cando,	N. D.
McComb, Clara A.	Blanchard,	N. D.
McCradie, Anna	Hendrum,	Minn.
McCradie, Jennie H.	Hendrum,	Minn.
McElfresh, Lenora C.	Mayville,	N. D.
McKay, Elysabeth B.	Gardner,	N. D.
McKay, Jessie C.	Gardner,	N. D.
MacLean, Mae	Lakota,	N. D.
McLean, D. A.	Lakota,	N. D.
McPherson, James M.	Page,	N. D.
Mattson, Sarah	Blanchard,	N. D.
Maland, Bertha	Sharon,	N. D.
Martin, Emma	Lisbon,	N. D.
Mattson, Hilma S.	Argusville,	N. D.
Melhus, Nettie	Mayville.	N. D.
Mikkelson, S. M.	Christine,	N. D.
Miller, Mrs. Nellie	Walcott,	N. D.
Milligan, Anna	Michigan,	N. D.
Moen, Dora	Grand Harbor,	N. D.
Molden, Anna C.	Mayville,	N. D.
Molden, Clara	Mayville,	N. D.
Montgomery, Myrtle	Petersburg,	N. D.
Morrish, Lottie	Mayville,	N. D.
Morrison, Nettie B.	Petersburg,	N. D.
Morrison, Rose A.	Ray,	N. D.
Morrow, Maud E.	Erie,	N. D.
Mulligan, Mary	Emerado,	N. D.
Murray, Mary	Wahpeton,	N. D.
Murphy, Elizabeth	Wahpeton,	N. D.
Myrah, Olga G.	Gardar,	N. D.
Nash, Mildred E.	Sherbrooke,	N. D.
Nelson, Josephine	Wyndmere,	N. D.
Nestoss, Anna G.	Mayville,	N. D.
Niemeier, Mabel B.	Mayville,	N. D.
Nelson, Anna S. A.	Petersburg,	N. D.
Nestoss, Anna	Portland,	N. D.
Nelson, Minnie	Erie,	N. D.
Nelson, Elizabeth E.	Kindred,	N. D.
Nelson, Ester V.	Deehr,	N. D.
Nelson, Eva G.	Portland,	N. D.
Nelson, Ernest	Northwood,	Iowa.
Nelson, Eva	Portland,	N. D.
Nelson, Mabel A.	Wyndmere,	N. D.
Ness, Bertha M.	Mayville,	N. D.
Ness, Marie	Wahpeton,	N. D.
Newton, Geo. F.	Newton,	N. D.
Nicholson, Kittie A.	Grand Forks,	N. D.
Nybo, Isabel E.	Hope,	N. D.

Nysven, Martha	Hillsboro,	N. D.
O'Brien, Junek	Harrisburg,	N. D.
O'Brien, Stella	Harrisburg,	N. D.
O'Hara, Gertrude	Aneta,	N. D.
Olsgard, Charlotte M.	Bue,	N. D.
Olson, Alida	Milton,	N. D.
Olson, Ella L.	Galchutt,	N. D.
Ostmo, Clara P.	Northwood,	N. D.
Overmoen, Julius	Hillsboro,	N. D.
Overmoen, Samuel L.	Portland,	N. D.
Osmon, Thora	Hills,	N. D.
Osmond, Arthur H.	Dalton,	Minn.
Olson, Clara	Hillsboro,	N. D.
Olstad, Olive	Clifford,	N. D.
Paulson, Petra	Shevlin,	Minn.
Parizek, Bertha	Wyndmere,	N. D.
Parizek, Mildred E.	Wyndmere,	N. D.
Parks, Perry O.	Lakota,	N. D.
Paulsrud, Randa	Michigan,	N. D.
Pearson, Marie Helen	Bue,	N. D.
Picard, Thea	Esmond,	N. D.
Place, Henrietta M.	Devils Lake,	N. D.
Potterud, Clara	Hillsboro,	N. D.
Purdy, Faye	Wyndmere,	N. D.
Quambeck, Helen	Lee,	N. D.
Rochae, May E.	Cumings,	N. D.
Rapp, Mabel I.	Oakes,	N. D.
Rapp, Jennie	Oakes,	N. D.
Reed, Mabel	Mayville,	N. D.
Rehm, Elsie	Hope,	N. D.
Rehm, Jennie B.	Hope,	N. D.
Reque, Segurd	Decorah,	Iowa.
Richardson, Eva Izetta	Grafton,	N. D.
Ringerud, Sigurd	Portland,	N. D.
Rose, Phoebe	Mayville,	N. D.
Rosenquist, Matilda	Joy,	Minn.
Rodger, Walter J.	Lawton,	N. D.
Sanford, Maggie	Sarina,	N. D.
Schneider, Frances	Mooreton,	N. D.
Shafer, Ida M.	Mandan,	N. D.
Sheridan, Katherine E.	Hillsboro,	N. D.
Sharp, Susie E.	Glenburn,	N. D.
Simonson, Jennie	Wahpeton,	N. D.
Sjoberg, Hilda	Grand Harbor,	N. D.
Skarperug, Annie Mary.	Mayville,	N. D.
Skattebal, Dagney	St. Thomas,	N. D.
Skjonsby, Mabel	Christine,	N. D.
Soine, Gertina	Maynard,	Minn.
Sondreal, Helen	Hatton,	N. D.
Sondreall, Gertie	Hatton,	N. D.
Sonsteness, Elsie	Niagara,	N. D.
Sonsteness, Mary	Niagara,	N. D.
Sparrow, Margaret	Portland,	N. D.
Spencer, Mrs. S. B.	Minnewaukan,	N. D.
Steen, Stella Ovedia	Knox,	N. D.
Stewart, Herbert B.	Galesburg,	N. D.
Steenson, Matilda	Hillsboro,	N. D.
Sullings, Maude	Cummings,	N. D.
Swenson, Ellen	Harrisburg,	N. D.

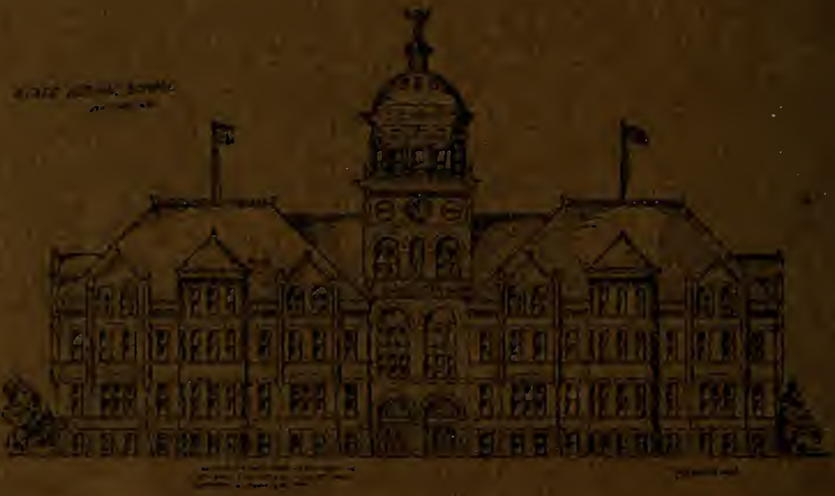
Swenson, John O.	Harrisburg,	N. D.
Swenson, Marie	Aneta,	N. D.
Swihart, Bertha R.	Mayville,	N. D.
Taplin, Jennie E.	Hope,	N. D.
Tennison, Clara	Petersburg,	N. D.
Tennison, Emma	Mayville,	N. D.
Tennison, Mabel G.	Mayville,	N. D.
Tew, Inga	Wahpeton,	N. D.
Thal, Olga	Lakota,	N. D.
Thompson, Ida	Dalton,	Minn.
Thorson, Laura	Belleville,	N. D.
Thorstad, Inga	Cumings,	N. D.
Thue, Richard	Walcott,	N. D.
Tierney, Nellie	Lakota,	N. D.
Toupin, Bennie Clarence	Aneta,	N. D.
Tufts, Alzala M.	Sharon,	N. D.
Tweeton, Alice	Berwick,	N. D.
Tyvand, Lizzie	Barton,	N. D.
Ulland, O. A.	Mayville,	N. D.
Van Arnam, Kittie	Walcott,	N. D.
Van Arnam, Virginia	Walcott,	N. D.
Veitch, Mabel Jean	Inkster,	N. D.
Vetleson, Martin	Adler,	N. D.
Vinje, Arne	Dalton,	Minn.
Walla, Amley N.	Fargo,	N. D.
Wambheim, Guri	Hatton,	N. D.
Wanless, Ota Lela	Starkweather,	N. D.
Ward, Olive	Hebron,	N. D.
Warren, Lois Emily	Michigan,	N. D.
Wells, Amley N.	Fargo,	N. D.
Weimer, Pearl	Churchs Ferry,	N. D.
Wernett, Anna	Lakota,	N. D.
Wheeler, Ray W.	Aneta,	N. D.
Wheeler, Grace M.	Petersburg,	N. D.
Witthopf, Rosa A.	Devils Lake,	N. D.
Williams, Teresa	Blanchard,	N. D.
Wilson, Ruda C.	Hillsboro,	N. D.
Winton, David	Hillsboro,	N. D.
Wolfe, Jennibelle	Devils Lake,	N. D.
Woolley, Nettie M.	Oberon,	N. D.
Wong, Daisy	Buxton,	N. D.
Wrigley, Ursula Jean	Sherwood,	N. D.

SUMMARY OF ATTENDANCE.

Post-graduates	21
Seniors	33
Other classes	310
Total	364

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE



The dome as shown in the above cut is to be added later

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1905-06

CATALOGUE NUMBER SIXTEEN

QUARTERLY BULLETIN

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

STATE NORMAL SCHOOL

JUNE
..1906..

MAYVILLE, NORTH DAKOTA

ERRATA:

Table board in the building is $2.75 *per week instead of $2.50, and room rent is* seventy-five cents *per week instead of fifty cents as given on page 9.*

Volume IV, Number I Year XVII

Quarterly Bulletin

—OF—

State Normal School

Mayville, North Dakota

June, 1906

Published in JUNE, SEPTEMBER
DECEMBER & MARCH Each Year

∴ ∴ Containing ∴ ∴

The Sixteenth Annual Catalog for 1905-1906

WITH

Announcements for 1906 - 1907

Entered July 10, 1903, at Mayville, North Dakota, as second-class matter,
under Act of Congress of July 16, 1894

Tribune Print, Mayville, N. D.

CALENDAR

1906.

FIRST TERM.

Registration and Assignment of Lessons....Monday, July 2
Term Closes...........................Friday, August 10

SECOND TERM.

Entrance Examinations, Registration and Assignment
of Lessons.......................Tuesday, October 2
Recitations Begin..................Wednesday, October 3
Thanksgiving Vacation............Thursday, November 29
and Friday, December 30
Term Closes......................Thursday, December 20

1907.

THIRD TERM.

Entrance Examinations, Registration and Assignment
of Lessons......................Tuesday, January 8
Recitations Begin.................Wednesday, January 9
Term Closes..........................Friday, March 29

FOURTH TERM.

Entrance Examinations, Registration and Assignment
of Lessons.........................Monday, April 1
Recitations Begin......................Tuesday, April 2
Easter Vacation....Thursday, April 11, to Monday, April 15
Memorial Day......................Wednesday, May 30
Commencement......................Thursday, June 20

BOARD OF TRUSTEES OF THE STATE NORMAL SCHOOLS.

Hon. W. L. Stockwell, Ex-Officio Superintendent of Public Instruction.	Bismarck
Hon E. Y. Sarles, Ex-Officio Governor.	Bismarck
B. S. Russell	Jamestown, Term Expires 1907
A. L. Martin	Sentinel Butte, Term Expires 1907
Edward Meilicke	Wheatland, Term Expires 1907
W. T. Smith	Kenmare, Term Expires 1907
A. Steenson	Hillsboro, Term Expires 1907
Dr. E. A. Pray	Valley City, Term Expires 190
C. W. Paulson	Fingal, Term Expires 1909
Walter R. Reed	Amenia, Term Expires 1909
G. L. Elken	Mayville, Term Expires 1909
Dr. M. H. Scholberg	Minot, Term Expires 1909

Officers of the Board:—

Hon. W. L. Stockwell, President.

E. J. Taylor, Secretary.

BOARD OF MANAGEMENT OF THE STATE NORMAL SCHOOL AT MAYVILLE.

G. L. Elken	Mayville
B. S. Russell	Jamestown
Edward Meilicke	Casselton
A. Steenson	Hillsboro
Dr. M. H. Scholberg	Mino

OFFICERS OF THE BOARD.

G. L. Ellen,
President and Superintendent of Construction.

Goose River Bank,
Treasurer.

Joseph Carhart,
Secretary and Accounting Officer.

G. L. Elken, A. Steenson, Joseph Carhart,
Building Committee.

G. L. Elken, Edward Meilicke, Joseph Carhart,
Committee on Grounds.

B. S. Russell, Edward Meilicke, A. Steenson,
Auditing Committee.

FACULTY.

SCHOOL OF THEORY.

Joseph Carhart, M. A., President, Psychology and Pedagogy

Ida B. Moore, B. A., Preceptress Ladies' Dormitory, Latin

Clyde R. Travis, Ph. B............................Mathamatics

Jesse Lewis, B. A.......................History and Geography

Edith B. Carhart — Librarian and Manager of the Boarding Department

Edith E. Brant............Music, Drawing and Penmanship

Lake G. Watson, M. A. — The Art of Primary Instruction and Supervisor of Practice

Jesse C. Childs, B. A..English

Myron J. Abbey, B. A..........................Natural Science

M. N. Pope, B. S.....................Athletics and Geography

*Raymond G. Patterson ....History and Economics

††Agnes Skundberg, B. A. Preceptress Ladies' Dormitory ....Latin

Edith V. Longfellow... ....Clerk

**J. F. Helter...Geography

**T. A. Hasselquist....................Physiology and Algebra

**Geo. K. Foster.............Latin and Assistant in English

* Spring Term
** Summer Term

† 1905-6
†† 1906-7

SCHOOL OF PRACTICE

B. A. Wallace, Principal

Mrs. H. H. Porter ....Critic Primary Grade

Agnes Berrington ....Critic Intermediate Grade

Ethel O. Kramer...................Critic Intermediate Grade

Matilda Helgeson........................Critic Grammar Grade

Mary Wambheim ....Critic Grammar Grade

LOCATION OF SCHOOL.

Mayville is situated upon the Breckenridge and Larimore division of the Great Northern Railway, about forty miles from Casselton and thirty miles from Larimore, which are on the Northern Pacific and Great Northern Railways respectively. Mayville is one of the most beautiful and thriving of the small towns of the Red River Valley. It has over twelve hundred inhabitants, and offers the modern conveniences and comforts of living. The city is lighted by electricity and has an adequate system of water works. The moral and intellectual tone of the place are attested by the presence of five churches and a free public library representing an investment of twelve thousand dollars. The number of well-to-do farmers who have made themselves homes here in order that their children may enjoy its educational advantages help to make Mayville an ideal location for a Normal school.

ORGANIZATION.

The State Normal School at Mayville was established by the Constitutional Convention of this state and made a part of its public school system, and was endowed by it with 30,000 acres of land. It was organized in accordance with legislative enactment, under the provision of Article XIX of the State Constitution, and opened its doors for the admission of pupils on the first day of December, 1890.

THE BUILDING.

The building as shown in the frontispiece to this catalogue is one of the finest educational buildings in the Northwest. Its internal arrangements are in keeping with its imposing appearance. Its recitation rooms, laboratories, library, assembly room, etc., are commodious, well lighted, heated by steam, ventilated by a copious supply of fresh air passing over steam heated coils and supplied with the educational appliances of an up-to-date normal school. Conveniently located bath rooms supplied with hot and cold rain water and connected with the city sewer are thoroughly sanitary and highly appreciated.

The addition to the building rendered possible by an appropriation of the ninth legislative assembly, is externally a duplication of the original building. The basement of the new part, sixty-nine by eighty feet and sixteen feet high, is divided into two gymnasiums—one for women and one for men. Shower and tub baths are conveniently located in connection with the gymnasiums. The first floor is divided into recitation rooms, experimental science laboratories and a commodious room for meetings of the literary society and other student bodies. The second floor, in one large room with a high arched ceiling, constitutes the assembly room. On the third floor are dormitory rooms within easy access to the double stairway leading out of the building, and outside iron fire escapes are accessible.

The walls are of red, sand-moulded brick, and white Kasota sandstone. The inside finish is ash, oak, birch and maple.

Those who contemplate entering the school need not hesitate on account of lack of room, as both school and living accommodations are ample.

PROFESSIONAL VALUE OF DIPLOMAS.

First Grade Certificate.

The Diploma of the Normal School is a certificate of the first grade, authorizing the holder, provided he is of legal age, to teach without further examination in any of the public schools of the state for a period of two years.

Life Certificate.

When the graduate has had two years successful experience in teaching and governing a school, the law authorizes the Superintendent of Public Instruction to endorse his diploma, making it a professional certificate of the first grade, valid for life.

Value of Undergraduate Standings.

The Department of Public Instruction accepts the standings of undergraduates of the school in lieu of an examination for teachers' certificates in the subjects covered by the standings.

RELATION TO THE UNIVERSITY OF NORTH DAKOTA.

By an arrangement with the authorities of the University of North Dakota the graduate of this school is credited with one year's work at the university. He enters the university with the rank of sophomore and graduates with the degree of B. A., when he has accomplished three years' work. Its system of crediting for superior work makes it possible for strong graduates of the Normal school to accomplish the University course in two years.

RELATION TO THE NORTH DAKOTA AGRICULTURAL COLLEGE.

The North Dakota Agricultural College gives to the graduates of this school the same recognition as does the University of North Dakota—graduates him on the accomplishment of three years' work.

EXPENSES.

Tuition is free in all departments.

Registration Fee.

By order of the State Board of Normal School Trustees a uniform registration fee is charged as follows: Five dollars for the entire year, to be paid by one entering the fall term; four dollars for the winter and spring terms, to be paid by one entering the winter term; and three dollars for the spring term, to those entering that term.

Text Books.

All necessary text books are furnished by the school, for which a library fee of $1.25 per term is charged.

Boarding.

Rooms and meals in the building cost $12 per month of four weeks, payable in advance.

Meals are furnished in the Boarding Hall to both ladies and gentlemen rooming outside the building, at $10 per month of four weeks, payable in advance.

Board and room in the town costs $3.00 per week. Rooms can be rented at from $1.00 to $6.00 per month, according to accommodations furnished.

By clubbing, students have succeeded in reducing their living expenses to $8.00 per month each. The work of the school is such as to demand the full available time and effort of the students, and self-boarding is advisable only when special circumstances demand it.

DORMITORIES.

The Dormitories are upon the upper floor. The rooms are heated by steam and well ventilated with fresh, warm air. They are carpeted and supplied with bedsteads with springs bureaus, tables, and are lighted by electricity. The Preceptress rooms upon the same floor and has full charge of the Dormitory. Ladies are admited in order of applications. Each one should bring with her one pillow, two pairs pillow slips, two pairs sheets, a woolen blanket, a comfortable, a spread and towels. Occupants of the Dormitory will be expected to take entire care of their rooms.

Water-closets and a bath room furnished with hot and cold water are upon the Dormitory floor.

NORMAL SCHOOL LIBRARY.

The generous gift of one thousand dollars recently made to the library by Mr. J. L. Grandin has added many standard books to that important department of the school. Different members of the faculty made lists of books that were most needed in their respective lines of work, which, added to those already on hand, furnish the means of doing a high grade of work on the library plan. The library is catalogued on the Dewey decimal plan and, with the assistance of a competent librarian, students find they "are enabled to come easily by that which others have labored hard for." In addition to its well selected list of 6,000 volumes, the library is well supplied with the best current periodical literature.

MAYVILLE PUBLIC LIBRARY.

Through the generosity of Messrs. J. L. and E. B. Gradin, supplemented by the enterprise of its public spirited citizens, Mayville has established a free public library, representing an investment of twelve thousand dollars. This sum carefully invested by those possessing peculiar fitness for the task has secured to Mayville a library of very great educational value. In addition to a large list of well selected books and all the leading papers and magazines, the library contains amusement rooms and a well equipped gymnasium. It is located a short distance from the Normal school, and students are admitted to all its privileges free of charge.

STUDENT ORGANIZATIONS.

Athletic Association.

An Athletic Association is in successful operation and, under the guidance of an athletic director, is accomplishing its purpose.

Glee Clubs.

A men's and a women's Glee Club under the general direction of the teacher of music, do much to supplement the systematic training in music given in the course of study.

Literary Society.

A Literary Society is in successful operation. Its meetings are held Friday evenings, fortnightly, and are conducted according to parliamentary usage. They are designed to acquaint its members with the customs and practices of deliberative bodies, to give an impetus to literary investigation and to develop talent for literary work, public speaking, and extemporaneous discussion. Open meetings are held occasionally to which the public is invited. The Normal Exponent is published monthly by the literary society.

Christian Associations.

The Young Women's and Young Men's Christian Associations are represented in the school and devote themselves to the various important kinds of work appropriate to such organizations.

RELIGIOUS PRIVILEGES.

The Congregational, the Episcopal, the Hague, the Synod Lutheran and Episcopal churches are represented in

Mayville and students are welcomed to them all. Students are advised to identify themselves with the church of their own or their parents' choice and avail themselves to the fullest extent of the privileges of a church home.

ADMISSION.

Entrance requirements:

1. The applicant must possess a good moral character.
2. It is advisable to come recommended by some responsible person, as the county superintendent.
3. If the applicant holds a County Certificate he will be admitted without examination.
4. A common school diploma admits the holder without examination.
5. If the applicant holds neither a County Certificate nor a common school diploma, he will be required to pass a fair examination in Arithmetic, Grammar, Geography and United States History.
6. A graduate from a first class High School will be admitted to the Professional Course without examination.

COURSES OF STUDY.

The School offers three courses of study:

1. An English course.
2. A Latin course.
3. A Graduate course.

Courses one and two can be completed by strong students, having little or no High School training, in four years; course three can be completed by strong graduates of first class High Schools in one year.

Full credit is given for all High School work accomplished in the schools of our own state and in schools of similar grade elsewhere.

The detailed statement of the course of study and the discussion of the theory of the School, both of which occur elsewhere in this catalogue, will help to interpret this statement.

The School has four sessions, or terms, a year. Three of them, beginning in October, January and April, respectively, each continues twelve weeks; the fourth, beginning in July, continues six weeks. By limiting themselves to few subjects students can make a term's standing in the subjects pursued during the six weeks' session.

The first term's work of the English course is offered during each of the four terms of the year. In other words a student may enter and begin his course any term in the year.

GENERAL REMARKS.

Be Present the First Day of the Term.

Inform the President when you expect to arrive, and also when you expect to leave, if it is necessary to leave before the close of the term.

Students must not change or select boarding places without consulting the President.

Students are free to make and receive calls Friday evenings, but other evenings, aside from Sunday, are expected to be devoted to study.

Students, on arriving, should report at once to the President at his office in the Normal School building, which is in sight of the station.

The Normal School desires herewith to thank the Press of the state which has held itself so ready to respond to the needs of the common schools as represented in this institution. Further kindness extended will be appreciated.

We will be glad to send this catalogue to those whom school authorities may desire to receive it, and to co-operate generally with superintendents and principals in all measures to uplift the teaching work in the public schools of the state.

It is important to them that students enter promptly on the first day of the term. The work is arranged to be of special benefit to those who can spend the entire year.

For further information address,

JOSEPH CARHART,
President State Normal School, Mayville, N. D.

OBSERVATION AND PRACTICE IN THE CITY SCHOOL.

Through the courtesy of the Board of Education of the City of Mayville, our students are permitted to observe and practice in certain designated school rooms of the city, thus giving them an oportunity to acquire experience under conditions exactly similar to those they will meet with when they are employed as teachers in the public schools. Teachers are selected for such rooms who are especially qualified to exemplify the correct principles of the science and art of education and who are, at the same time, capable of systematic but searching criticism on the efforts of the pupil-teachers.

The pupils taught in the practice school are not enumerated in the attendance given in this catalogue.

The first term's work of the English Course is offered during each of the four terms of the year. In other words, a student may enter and begin his course any term in the year.

COURSES OF STUDY.

ENGLISH COURSE.

TERMS	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
I.	Grammar Geography History—U. S. Arithmetic Penmanship	Composition and Rhetoric Botany General History Algebra Drawing	Psychology Zoology Literature Geometry	Philosophy of Education. Physics Modern History Method Practice
II.	Grammar Geography History—Civics Arithmetic Penmanship	Composition and Rhetoric Botany General History Algebra Drawing	Psychology Zoology Literature Geometry Practice	Philosophy of Education Physics American History Method Practice
III.	Grammar Geography History—U. S. Music Drawing	Literature Botany General History Algebra Drawing	Psychology Zoology (Physiology) Literature Geometry (Solid) Music	History of Education and School Law Physics Economics Theme Method

	*LATIN COURSE			Graduate Course
TERMS	SECOND YEAR	THIRD YEAR	FOURTH YEAR	ONE YEAR
I.	Composition and Rhetoric Botany Latin Algebra Drawing	Psychology Zoology Latin Geometry General History	Philosophy of Education Physics Latin Method Practice	Practice Psychology History and Philosophy of Education Review Method
II.	Composition and Rhetoric Botany Latin Algebra Drawing	Psychology Zoology Latin Geometry General History	Philosophy of Education Physics Latin Method Practice	Practice Psychology Hist. and Phil. of Education Review Method
III.	Literature Botany Latin Algebra Drawing	Psychology Zoology (Physiology) Latin General History Music	History of Education and School Law Latin Physics Theme Literature	Psychology History of Education and School Law Review Method Theme

*The first year of the Latin Course is identical with the first year of the English Course.

THEORY OF THE SCHOOL.

PURPOSE.

The aim of this school is to prepare young people for the teaching service of the State of North Dakota. To the extent that the purpose of an organization determines its character all the work of the school is professional. It does not give general culture for its own sake; it does not aim to prepare young men and young women for college, nor for the general pursuits of life. It gives general culture; its graduates are admitted to advanced standing without examination to the State University and to other colleges; its professional work upon the common school branches and other subjects includes a preparation for business, and the moral education which qualifies young men and women to be safe guides for the state's children is a good preparation "for complete living" and is beneficial in all the walks of life; but these results, though actual, are incidental and are accomplished because the part is necessarily included in the whole.

While the applicant for admission to the school is not required to pledge himself to teach in the public schools of the state, and while it freely admits to all privileges young men and women of good character and earnest purpose, provided they are willing to submit themselves to the thorough training in scholarship and to conform to the high ideals of conduct demanded in a school for the training of teachers, the management keeps constantly in mind the statute which declares that "the object of such Normal Schools shall be to prepare teachers in the science of education and the art of teaching in public schools." The school qualifies its students for various phases of public school work, from the primary grades to most departments of the High School, but its curriculum and training are especially adapted to give superior qualifications for the work of the first eight grades of the public school system.

The vital importance of this phase of public school education is apparent. The following words of Edward Everett, uttered as governor of Massachusetts at the opening of the first Normal School established in this country for the purpose of improving the public schools, have greater weight today than at any previous time, and apply with peculiar force to North Dakota: "No rational man, it seems to me, can fail to see the superior importance of the common schools. They give the keys of knowledge to the mass of the people. If there be any persons to whom the words 'common school' and 'common school education' convey an idea of disparagement and insignificance, such persons are ignorant, not merely of our true political system, but of the nature of man. Our common schools are important in the same way as the common air, the common sunshine, the common rain—invaluable for their commonness. They are the corner stone of that municipal organization which is the characteristic of our social system. They are the foundation of that widespread intelligence which, like a moral life, pervades the country; they are the nursery of that inquiring spirit to which we are indebted for our preservation of the blessings of an inquiring spiritual faith." North Dakota has indicated its appreciation of this phase of education by dedicating to it the sixteenth and thirty-sixth section of every township in the state.

The great material resources of this state have caused an influx of people from other states and other nations. In constantly increasing multitudes they come from many climes, representing many theories of government, different religious convictions, and speaking a multitude of tongues. This heterogenous multitude is to be formed into a homogenous people. The most efficient means of accomplishing this result is the common school. Resources are not wanting. The public school fund is ample; school houses, already numerous, are rapidly multiplying, and the call for trained teachers is most urgent. It is the special function of the Normal School to supply this demand.

As teachers in country schools and graded schools of the city, as principals of high schools and superintendents of city schools, and as county superintendents, graduates and undergraduates of this school are rendering to society efficient and honorable service and are receiving a money compensation varying according to ability and experience, but averaging well with that received in other professions. In qualifying young people to secure the boys and girls of the state in their common school rights the Normal School employs the following

MEANS.

1. The school gives to its students a thorough, scientific knowledge of the branches they are to teach, such as reading, grammar, arithmetic, geography, history, etc. Students come to the school knowing many of the facts of these subjects but, having studied them in the grades below the high school, they have not organized the facts into a scientific form nor learned their educational value in developing the minds and enlarging the information of the pupils of the public schools. A knowledge of arithmetic and grammar that enables one to perform accurately and quickly the problems of the counting room and to construct sentences correctly does not qualify him to use to the best advantage the science of number and the logic of the English sentence as educational instruments. A teacher must be able not only to practice correctly the art, he must have a conscious mastery of the science of each of the common school subjects of instruction. He must know each fact, and know it in relation to every other fact of the subject, and know the relation of all the facts to the general truth which distinguishes a given subject from all other subjects. True knowledge is thought in the mind corresponding to the thought in the subject studied. If the thought in the subject studied exists in an organic form, true knowledge discerns the inherent relations existing between the parts of the subject and sees the relation of each part to the general truth which explains the part and determines its place in the subject. The particular and the general act and react upon each other. The general truth must be discerned in the particular fact, and the general truth is the explanation of the fact. In true knowledge each explains all and all explains each.

The Hon. Wm. T. Harris, LL. D., United States Commissioner of Education, speaking from a wide knowledge of facts and a sound theory of education, has indicated in the following the true place of the common school subjects in the Normal School curriculum:

"The substantial Normal School course deals chiefly with the common school branches, reading, writing, arithmetic, geographey, history and grammar. It is often said by way of apology that could we secure pupils of advanced grades this would be unnecessary. We are obliged to do this elementary work in our Normal Schools because of the fact that pupils come to us ill-prepared as regards these studies. But no matter what grade of pupils the Normal School ever receives, its professional work is chiefly done on the common branches, the reason being this: No matter where the pupil learns his common branches he learns them as steps in a graded course, and when he has climbed to the higher steps he drops these studies and returns to them no more, except when he teaches them to others. Of course it follows that in the high school or college these lower branches are not reviewed. * * * But the teacher needs precisely this re-examination of all elementary branches. * * * The Normal School therefore took up just this work at the beginning and performed it well. It induced in the young men and women preparing for the work of teaching the habit of taking up the lower branches in their relation to the higher—taking them up constructively, as it were. For to study arithmetic in the light of algebra and geometry is to study it constructively. Its rules are derived from algebraic formulae and are to be demonstrated by algebraic processes. So the details of geography have their explanation in formative processes of land and water as treated in physical geography, and the sciences of which it is a compend. The first learning of a subject is largely the work of memory. The real knowing begins with reflection upon the data and the discovery of inter relations. The class work and recitations of the Normal School astonish the student at first. He supposes himself to understand the subject, but he discovers there are a thousand phases which he had not thought of. He learns the second lesson with some of these possible side-questions in view. He improves from day to day, and in the course of a year he has acquired a different ideal of the best method of study. He has passed from the text book method to the method of investigation. Formerly he would have held the pupil responsible to learn the words of the book and would not have probed the understanding. Now he goes directly behind the words of the book into the pupil's understanding and teaches him how to think—how to investigate. He is to study the book, but to critically compare one statement with another—penetrate to the construction of the book itself. He is to go out of the book into all his own experience, to verify or refute its statements. He is to go to other stores of information on the subject in this work of verification and critical comparison. When this is done the student finds to his great surprise that the elementary branches stand for the five great branches of human learning in its entirety, and that a proper study of them opens for him all the windows of the soul."

Nothing can take the place of these elementary branches, but they are supplemented in the general curriculum of the Normal School by courses in the philosophy of history, higher mathematics, higher English, Latin, music and drawing, experimental science by the laboratory method, etc. These subjects are valuable, but their chief value, from the Normal School point of view, is the increased mastery they give over "the elementary branches (which) stand for the five great branches of human learning in its entirety."

2. But mind is the subject of education. To develop and train the mind is the real purpose of teaching. To train a faculty or power of the mind it must be exercised upon its proper subjects and in accordance with the law of its nature. A knowledge of mind—child mind and mature mind—is to the teacher what a knowledge of the body is to the physician. Through the teaching of psychology as a science and by discovering in every subject the nature, processes, laws and products of the human mind the Normal School seeks to give to its pupils a working knowledge of the facts and principles of mental science which the teacher needs in developing the minds of others.

3. The school reveals to its students the way in which the mind thinks a subject. It leads them to see that a rational method of instruction depends upon the nature of the subject studied and the laws of the thinking mind at the various stages of development. It teaches them the principles of method in general and helps them to discover those principles in particular subjects of instruction such as reading, grammar, arithmetic, geography, history, etc. The method of the primary, intermediate and more advanced phases of public school work is made the subject of thorough investigation.

4. The school aims to give to the future teachers of the state's children a correct theory of life, and helps them to determine, in the light of human destiny, the true purpose of education and to see the place of the school among the institutions of society and to appreciate its special function. Literature, general history, the science of education, and the history of educational theories furnish the data for reaching a sound conclusion. The best minds of all time have wrought upon the problem of school education. Systems of education

have varied from time to time, according to the theories of life which have prevailed at different epochs. A study of those theories, recorded in the history of education, gives to the future teacher breadth of view, judicial candor and steadiness of purpose. An effort is made to have all the work and discipline of the school conform to a true ideal of life and to show by example how a school may be made the means of developing character by a constant appeal to the highest motives to which the student is capable of responding and by securing prompt and willing obedience to reasonable requirements.

CORRELATION OF PROFESSIONAL WORK.

The school is an organic, self-consistent whole. Each part, by being in accord with the purpose of the school as a whole, is in harmony with every other part, and the student, as he advances, finds all previous work helpful to him in taking the next step. This relation exists between the study of subjects such as geography, arithmetic, history, etc., on the one hand, and of psychology, science of education, method and practice on the other. The study of elementary subjects is so conducted as to be a preparation for psychology; the general principles of method are derived from the logical method inhering in the nature of the elementary subjects and from psychology; the practice work is based upon the previous work—the study of subjects, of psychology, of the science of education and of special methods which consist in an application of the principles learned in the science of education to the consideration of the teaching of particular subjects, such as arithmetic, reading, language, geography, etc. The same principle which correlates parts of the school regarded as a whole, and gives to it the character of self-consistency, applies with equal force to the facts of each subject. It is not an accident that some facts belong to arithmetic, some to geography, and still others to grammar. Some facts are arithmetical, others historical, etc., in the nature of the case; that is to say, there is some general truth common to all the facts of a given subject which explains the meaning of those facts, unites them into a group by means of a common truth, and, at the same time, separates them from the facts of all other subjects in which that truth does not inhere. To see the general truth of a given subject, to see all the particular facts as related to it, and to see the forms in which they address themselves to sense-perception, to memory, to imagination, to the understanding and to the reason—this scientific and psychological study of the subjects which the graduate of the Normal School is to use as instruments in educating the children of the public schools, is a very important element in his professional training. But that it may be in the highest sense effective, this study of the elementary subjects must be seen in its relation to other parts of professional training. Having discovered in reading, arithmetic, geography, grammar, history, etc., products of sense-perception, memory, imagination, the understanding and the reason, the student is furnished with a basis for comprehending the laws and conditions of perception, memory, imagination, the understanding and the reason as dealt with in psychology; and having discovered the nature of the branches of study as given above, and having discovered in psychology the law of the learning mind, the student of pedagogy is prepared for the study of the science of education, which considers the adaptation of phases of subject matter to corresponding stages of mental growth—from perception to reason—and the arts and devices which may be employed to stimulate the mind of the learner to appropriate the phase of a subject which he is capable of grasping at a given stage of development. Having learned these general truths, the student is prepared to apply them in detail to the various subjects, such as arithmetic, language, geography, history, etc., and this constitutes special method. Special method shows definitely the order in which the phases of a given subject unfold to the intelligence of a learner from the primary grade up, and also the means to be employed to stimulate him to take the successive steps involved in a mastery of the subject. This phase completes his preparation for giving instruction, and the student is now ready to enter the practice school and acquire skill in the art of teaching. Here he will find it necessary to re-adjust his previously learned theories—he must adapt himself to conditions as they exist; but the more thorough his preparation, the more clearly he perceives the end from the beginning—the more definitely he has thought out the steps by which his class is to go from the position in which he finds them to the goal proposed—the more energy he will have to meet the unexpected and the more readily can he adapt himself thereto.

Outlines of typical subjects, illustrating the foregoing principles, are given on the pages that follow.

LATIN.

IDA B. MOORE.

Three Years

Latin is entitled to a place in the curriculum of a Normal School because of the light it throws upon English. The students' conception of English grammar is broadened and deepened by the study of Latin grammar. The more elaborate system of inflection of Latin and the very strangeness of the unfamiliar language compel attention and require observation of thought relations and the ways of expressing them. At almost every step there are opportunities for making instructive comparisons between the two languages. Comparative grammar gives an insight into the construction of many an idiom that would otherwise seem inexplicable. The essence of mood is more clearly grasped with the assistance Latin can give, because it offers, in its definite forms for different moods, something more tangible and definite.

The student of Latin appreciates fine distinctions in the use of words to a degree almost if not quite impossible to one who knows no Latin.

To any one at all conversant with language studies, our Commissioner of Education, Hon. Wm. T. Harris, will seem to have spoken very fairly as well as very forcibly, when he says that the English language, "though Germanic or Teutonic in its colloquial vocabulary and in its grammatical structure, nevertheless resorts to Latin and Greek for all of its technical words, and for all those words which express fine distinctions of thought or subtle shades of sentiment. * * * The language of the Romans is the language of the political and civil organization of individuals into institutions, and these constitute our civilization. For the most part, words expressing civil and political relations in all the languages of Europe are Latin." It is apparent that a knowledge of the elements of Latin would be equally beneficial to those who in a life of leisure desire to cultivate an appreciation of literature, and those who take up the burden of citizenship and assume directive power over affairs. Certainly it is important that the teacher, of all persons, should be a master of the language in which is expressed the civilization in which he lives, and that he be able to confer that mastery upon those who are to take their places in it, and take up the duty of carrying it still farther.

Nor is to be forgotten that the teachers' general culture should not be neglected while he is making special and technical preparation for his work. It is the aim of the work in Latin to awaken in him an appreciation of the language and literature of Rome and to give him a glimpse of her contribution to modern civilization. Endeavor is made to ground the student thoroughly in the elements of Latin and to use so well the time allotted to it that those who desire to continue their work in higher schools may find themselves at the least possible disadvantage.

Latin is begun in the second year of the course. During the year the elements of the language are studied and complete mastery of forms is the predominant aim. At the same time elementary forms of syntax are learned and much attention is given to word formation—roots, prefixes and suffixes. It is believed that with mature pupils better results are obtained by the use of the systematic grammatical method than by the so-called inductive method. The second year of the Latin course is devoted to Caesar and Cicero. Two books of Caesar and two orations of Cicero are read, accompanied by a systematic study of Latin grammar and composition. In the last year of the course six books of Virgil's Aeneid are read and the emphasis is shifted from grammatical structure to literary workmanship.

MATHEMATICS.

CLYDE R. TRAVIS.

Arithmetic.

Number is the measure of the ratio of one magnitude to another; and its use is to measure magnitudes, i. e., to express the value of measured magnitudes in terms of unit magnitudes.

Every measurement necessitates three elements—magnitude to measure, unit of measure, and number.

All work in mathematics consists of comparing magnitudes, correctly judging their quantitative relation, and expressing this in intelligible terms.

There is a gradation of quantitative judgments from simple to complex, e. g., inequality (indefinite), equality, number as measuring definite multitude, etc., and the prospective teacher must discover this gradation.

In the early stages of number work there should be constant calls for perception, judging, and verifying; and the work of the learner must be free work. No ready-made judgments should be given him.

The judgment should be made concerning: first, magnitudes present; second, magnitudes absent; third, numbers; and the mind should thus be led to abstract number and see it as relation.

All elements of a comparison should be presented to the mind for consideration.

The material used in illustrating number truths should be simple, free from diverting relations, and such that the number idea of it engages the attention.

Since integers and fractions are one in kind, differing only in degree, the former arising through the synthesis of units and the latter through their analysis and the synthesis of their parts, they should be so presented as to show their identity.

The idea equality is a fundamental idea underlying all work in mathematics, and all complex solutions depend upon the axioms relating to equals; hence the importance of the teacher's appreciation of these axioms.

In number, as in reading, the mind should appropriate an idea and then learn the symbol of it, first the oral symbol then the written; and great care is required lest the child fall to memorizing the names of number sums, differences, products and quotients.

The facts of addition, subtraction, multiplication, and division found in the tables must become as familiar to the child as do the letters of the alphabet.

All applications of number involve the same general problems. The "cases" of percentage are not peculiar to percentage. In every application of number, "cases," i. e., general problems, are found.

There is a mode of presentation for the applications of number—measurements of area, volume and capacity, wood measure, interest, commission, etc.—which leads the pupils to see the unity of these topics through seeing the general problems involved in all.

The general truth common to all the facts of arithmetic is the idea of quantitative relation involved in every measurement, and it is in the light of this truth that these facts must be identified.

To be qualified to teach any aplication of number to pupils, the teacher must know it in actual business, must have run "the fingers of his mind around its edges" in every day life.

The elements involved in an application of number should be so presented that the pupil may see their business relations and can properly relate them.

The demands upon the pupil should be such as to make of him an investigator and not a reproducer. He should be able to determine possible relations of elements after he sees the elements.

That the student may appreciate the above truths and may have a good knowledge of the subject matter of arithmetic, work is pursued as follows:

1. The nature of a measurement is studied, basing the work on measuring length, area, volume, cost, etc., showing the elements involved, their inter-relation, and their general problems.

2. A study of the solution of the equation revealing the use made of the five axioms,—adding equals to equals, things equal the same thing, etc.

3. A study of the applications of number by the following series of steps:

(a) Discussion of the topic, say taxes, basing said discussion upon local facts where possible, to lead the pupil to see the elements involved, their inter-relation, the practical problems involved, and the simplest expression of their solution.

(b) Oral solutions of simple examples dictated by teacher and pupils for immediate solution.

(c) Pupils make and solve simple practical examples of these problems.

(d) Examination of elements to discover all possible problems in the topic, and examples of these made and solved by pupils.

(e) Pupils make rules for the solution of examples in the topic.

(f) Solution of examples in the text if they are suitable.

(g) The pupils are led to see the identity of the problems of this topic with the three general problems in measurement.

4. Pupils are required to do considerable work in making practical problems in lumber measure, concerning the circle as involved in machinery, etc.

5. A study of the logical origin of number and the development of number processes, revealing the following:

(a) The ideas involved in each process—counting, addition, etc.

(b) The necessary steps in the presentation of each process that the child may apperceive the ideas readily.

(c) The relation of each process to those preceding it.

(d) The difficulties in the formal work arising from the use of our decimal system of notation.

(e) The adaptation of the idea to the stage of mental development, e. g., the explanation of, say, division of fractions to a fifth grade pupil, or the explanation of G. C. D. suitable for a fifth grade pupil.

(f) The presentation which presents the idea compared with some which do not present it.

Algebra.

Algebra differs from arithmetic in that it deals with number as expressed in general symbols. Here, as in arithmetic, we find two lines of work, viz., statements made and operations performed.

To most students the language and terms of algebra are indeed strange. The work begins with statements, in equations, of simple problems and the solution of these to introduce the meaning of the terms.

No rules are given for work, but rather the pupil is led to see the meaning of the expression, say x—[24—x], and then to determine what must be done to simplify it. He is led to see that only four operations can be performed upon equals without destroying their equality, and to see that it is only by performing some or all of these that an equation can be solved.

In algebra, as in arithmetic, much oral work is done, especially in solving equations for practice. The aim here and the method are largely as in arithmetic.

The work done covers the matter presented in texts for high schools.

Geometry.

The geometrician uses axioms and definitions as his earliest major premises and deduces truths, then uses these truths also as a major premises, deducting yet other truths, and thus builds a science of quantity in extension.

Every truth is established by means of deductive reasoning and the language of geometry is that of logic in clearness. Hence the student is carefully led to see the sequence of geometric truths, to use the syllogism, and to distinguish between exact statements and those nearly exact.

Much of the classroom work consists of the development of series of propositions. For example, a figure is represented on the board and truths are stated or written by class. Then some auxiliary construction is added and an additional truth is given with the proof of its truthfulness. By this means a series of several propositions is sometimes deduced and the true meaning of the corollary is seen. Besides, the student learns his own power and becomes independent of the text and freed from its language.

Two terms are spent on plane geometry by all pupils, and one on solid geometry by the students taking the English course.

MUSIC, DRAWING AND PENMANSHIP.

EDITH E. BRANT.

Music.

It is the object of the work in music study, to enable students to understand thoroughly the elements of music; to read music at sight, to interpret songs with judgment and good expression; and to prepare the students to teach music successfully in the public schools. To this end, two terms of class-work in Theory and Method, as well as daily practice in "voice" and sight-reading in all of the four parts in a general chorus, are required.

In the first term of the class-room study, the basis of work is the major scale, and the working out of a complete chart of scale progressions by each individual student. The drills are presented with the idea of studying, first, the scale as a whole; second, the different tones in relation to any, or all other tones of the scale; third, the minor and chromatic scales in relation to the major scale. Rhythm in undivided and evenly divided beats is introduced with the proper accents, and methods and special devices given to make more successful the presentation of this most poorly taught of all the divisions of music study.

A comprehensive set of elementary songs are thoroughly taught in this class. These illustrate each step of progressive study besides providing the prospective teacher with song material for the distinct seasons and "special" days, as well as songs for daily use; among them are rote songs for pleasure and wholesome fun or mere beauty, and songs that in addition supplement nature study, physical training, and general lessons aside from their musical value.

In the second term the work of the first term is continued along more advanced lines. Chords and elementary songs are learned and devices for working out problems in difficult rhythms are given.

Pupils are required in both classes, at times, to take charge of the lesson and develop a subject or give a drill on any point as called for by the instructor.

The voices are carefully exercised and a study of good tones and bad tones with an analysis of the faults producing the latter, and drills for correction is closely followed throughout both terms.

Since music is taking its place in the higher schools of learning, as a branch of mathematics, as well as a healthful, moral and physical exercise, to be able to sing a few songs pleasantly is not sufficient preparation for teaching the subject acceptably in the public schools; our course, accordingly, has been made as broad and strong as the time that can be given to it will permit.

Drawing.

Drawing, from the standpoint of an educator, is most valuable in cultivating close and accurate observation. The development of this faculty of the mind seems to be almost the opening of a new eye which sees forms, colors and degrees of light and shade never before even dreamed of by the student, and infinitely enlarges his capacity for the enjoyment of the world about him.

Scarcely less important than the faculty of observation are the creative and imaginative faculties. By these all progress in civilization is made. They are the faculties that take the commonplace realities and recombine them into new and beautiful or practical possibilities. In drawing, form and surface, through observation, furnish the idea; creative and imaginative design utilize it either for beauty alone or for use.

These creative and imaginative powers lie dormant in every mind. All true art instruction should aim at their awakening, rather than the furnishing of materials for exact repetition. We are striving for this awakening in our students in a way that we trust they will be influenced to go out and strive likewise for the awakening in their own schools.

Four terms of recitation room work, without outside preparation of lessons, are required in drawing.

Form, direction of lines, light and shade and texture of surface, form the basis of every lesson. Elementary work in water color and Indian ink is given, as well as the regular pencil charcoal sketching.

In the first term, simple type-forms, both plain and solid, are studied, with immediate application of principles learned, in sketches of common objects. Simple landscape, flower forms and surface treatment are brought into notice; and planning as to place on paper, size and correct proportions, is a part of every exercise. In color, plain and graded washes are practiced upon, and "flat" color applied to decorative design.

In the second term, the plan of the first term's work is continued in a more advanced form. Grouping of objects and the choosing of a pleasing view point is discussed and practiced by the pupils. Landscape from nature is practiced often as possible, and from photographs where nature is impracticable.

The third term continues the work of the second term, having in addition the study of the human figure-type and from pose and casts; also perspective principles.

The fourth term continues perspective and advanced practice along all other lines previously named, and makes a specialty of color in plant life, flowers and landscape.

Throughout the course, systematic critic lessons give pupils opportunity to observe the work of other members of the class—discuss different devices for arriving at like results, etc. These lessons are among the most valuable in fitting for the after work of teaching.

Physical Training.

The class work in physical culture, compulsory upon all first-year students, gives thorough drill in correct standing and sitting positions, both active and resting; also rising and being seated without awkwardness; marching and walking correctly. Individuals are tested, faults and weaknesses noted and corrective and strengthening work suggested.

Following this comes sets of rhythmical gymnastics, systematically graded for primary, intermediate and grammar grade use, beginning with light, simple, single, arm, foot, leg or trunk movements and developing into strong co-ordinated exercises bringing into simultaneous use every muscle of the body.

Method of presentation, school hygiene and faults in school furnishings are discussed, and students at times, take charge of the class for practice in directing lessons

In view of the demands of the present strenuous life upon the general vitality of the people of the North and Central portions of our country, and the appalling prevalence of lung diseases, very especial attention is given to breathing, enlargement of lung capacity, and exercises acting directly upon the vital organs and the circulation.

The course as a whole is primarily designed to give to the normal student himself ease of movement and well-balanced poise, and a strong vitality, and through him, to bring about better physical conditions in the schools in which he will teach.

Penmanship—Two Terms.

The value of good penmanship is emphasized. Movement and form receive equal attention. Good form is essential to legibility, without which writing is of no use; good movement, that is, the ability to write with a fair degree of speed, is of equal importance.

The muscular, or forearm movement, is taught. If the two are combined in all practice there is no reason why the student may not learn to write well in a comparatively short time.

THE ART OF PRIMARY INSTRUCTION AND SUPERVISOR OF PRACTICE.

LAKE G. WATSON.

Practice.

Through the courtesy of the Board of Education the privilege of practice in the public schools of the city is extended to the students of the Normal School.

The purpose of this work is: 1. To develop skill in teaching. As a basis for this there must be (a) an adequate and accurrate knowledge, on the part of the teacher, of the subjects to be taught, (b) a knowledge of the laws of mental development in order that the subjects may be so presented as to meet the demands of any particular period in the child's development, and (c) insight into the practical value of the subject to the end that it may be presented in such way as will be most productive of social efficiency on the part of the child. Preliminary academic and professional work is expected to furnish the basis for successful work in the school of practice. 2. To give the student a knowledge of public school conditions as they exist in North Dakota, to familiarize him with the mechanics of school management, and to furnish an insight into the practical applications of educational theory as found in our better schools. 3. To develop a sense of the obligation of the teacher to the school and the importance of fidelity to this trust.

In making assignments for practice an effort is made first to supplement the previous experience of the student and then to furnish opportunity for training along special lines so far as conditions admit.

Assignments to teaching are made long enough in advance to enable the student to make thorough preparation for the lesson or lessons to be given. This preparation is incorporated in a lesson plan which must be submitted to the critic teacher for correction and suggestions within a stated time before teaching begins.

All practice teaching is done under the immediate direction of the critic teacher of the grade, or the supervisor of practice, and frequent conferences are held, having for their purpose the discovery of causes of failure and the suggestion of means of improvement. In these conferences every effort is made to have the practice teacher become self-critical and self-reliant. By exercise of foresight wrong tendencies are often detected and corrected, thus preventing mistakes and going far toward establishing right habits in the art of teaching.

A record of each student's teaching is filed in the office and serves, in part, as a basis upon which recommendations are made.

Primary Method.

Students preparing to teach in the lower grades take a special course in primary method.

In this course the experience of the child at the time he enters school is taken as a starting point. The ultimate aim of the school is kept in view in order that this phase of its work may serve as a real preparation for that which is to follow, and the dominant activities of this period of childhood determine the method used.

The course includes the initial steps in the various school subjects, recognizing, however, the fact that the dividing lines between subjects are less clearly marked here than in the later years of the course. After a brief statement of underlying principles has been made, particular attention is given to the special mode of their application in the primary school. Especial consideration is given to games,—their value and kinds adapted to use in the school room,—occupations, nature study and child literature. Not only familiarity with the best products in this field of literature is sought, but skill in its use.

ENGLISH.

JESSE C. CHILDS.

On basis of subject matter, studies may be divided into two classes: thought studies and language studies. The difference between these is that the language studies deal with language as a means of expressing thought, while the thought studies do not. Examples of the former would be grammar, rhetoric and reading; of the latter geography, history and algebra. Of course, the thought studies involve the use of language, and may incidentally teach its use, but this is not their purpose. On the other hand, the language studies deal with thought as well as with language. Grammar, for instance, is based upon pure thought, as will be seen later. However, this does not invalidate the distinction between the language studies and the thought studies. It still remains true that the language studies have for at least a part of their subject matter language as a means of expressing and communicating thought, while the thought studies do not. The English work has to do with the language studies. The general characteristics of these will first be noted, and then the particular characteristics of each individual member of the group. Language exists for the purpose of expressing thought. The mental activities are ideas, thoughts, themes, named in order of complexity. To express these are words, sentences and discourse. On basis of unit dealt with, the language studies may be divided into three classes: word studies, which include orthography, orthoepy, and word-analysis; sentence studies, which include grammar; and discourse studies, which include reading, literature, and that double study of which rhetoric is the theoretical and composition the practical part.

Orthography or spelling is that word study which has for its subject matter the correct representation of words by means of printed characters. The ability to spell correctly is a matter of great importance to every person who expects to teach. Accordingly this subject is given due attention in the Normal School. Students are given systematic instruction in the subject, and in addition to this their spelling is always subject to the criticism of their instructors. The spelling of the English language is somewhat illogical, yet there are certain valid principles, and with these the pupil is required to familiarize himself. Where spelling is arbitrary, he is required to learn individual words.

Orthoepy deals with correct pronunciation. Like orthography, it should be studied by principles in so far as possible.

Word analysis deals with the origin and derivation of words. It gives a grasp of the meaning of words as no other work does. At various times during his course the student is brought into contact with it, greatly to his benefit.

Grammar is that language study which has for its subject matter the sentence. When studying the parts of speech, it might seem that the word is the subject matter or unit. However, a little consideration will show that this is not true, for no word has grammatical properties or even a definite meaning except as it is used in a sentence. The same word may be used as several parts of speech, and there is no way of telling which it is until it is seen in a sentence.

Grammar has for its subject matter the sentence. A sentence exists to expres a thought. As the structure of a tool is determined by the purpose it serves so is the form of a sentence determined by the nature of the thought which it expresses. This, then, is the determining fact in grammar—the three parts of the sentence expressing the three elements of the thought. This is the underlying truth which gives life and coherence to what would otherwise be a dead mass of unrelated facts.

The application of this principle according to sound rules of pedagogy is method in teaching grammar. The principle of going from the whole to the parts determines the order in which the subject shall be taken up. The work is divided into four different steps. First the sentence as a whole is studied, and the common characteristics of all sentences are discovered. Second, sentences are divided into classes, and each one of these classes is given careful study. Third, the component parts of sentences, such as phrases and clauses are carefully considered. Fourth, the smallest divisions of the sentence, the parts of speech, are worked out in detail. This method of study gives a complete understanding of the whole subject in its logical order.

All through the course, grammar is treated as a logical inductive subject which the students can think out for themselves. By the study of individual sentences they are led to see the general truths which these exemplify. They are thus enabled to formulate their own rules and definitions, and are made independent of texts, although they are referred to all the standard works on the subject. Each student constructs for himself the subject of grammar.

Discourse is the oral or written expression of connected thoughts. According to psychology, there are three phases of the self, the intellect, the feelings or emotions, and the will. Discourse may be classified according as it appeals predominantly to one or another of these phases. This division gives didactic discourse, emotional discourse and ethical discourse. This distinction is of fundamental importance in the consideration of the discourse studies.

Reading is that language study which teaches the comprehension or the comprehension and expression in the author's words of the thought expressed by the printed page. It thus has two phases: the comprehension, and the expression of the thought expressed by the printed page. Of these the first must precede the second. It is the more important, not only because most reading is silent not oral, but because good silent or mental reading will nearly always in time produce good oral reading. Poor oral reading results from imperfect comprehension. Hence the practical way to produce good oral reading is to teach the pupils to grasp the thought presented on the printed page.

Rhetoric deals with the most effective way of presenting a series of related thoughts to a reader or hearer. One person wishes to appeal to the intellect, to awaken the emotions, to move the will of others. This conscious purpose will determine the subject matter of the discourse. The characteristics of the readers or hearers will determine its form. An understanding of these truths is of prime importance to the student of rhetoric. Herbert Spencer's principle of the economy of attention is a very helpful auxiliary to these, especially in the matter of didactic discourse.

According to the nature of the idea presented, discourse is divided into narration and description, which deal with particular ideas, and exposition and argumentation, which deal with general ideas. After pupils are well grounded in the fundamental principle of the subject, they study carefully some masterpiece of narration, such as Hawthorne's "Great Stone Face," and learn from that the characteristics and problems of narration. Then they are assigned composition work to give practice in applying what they have just learned. One long composition a week is required and often shorter ones in addition. These are subjected to helpful criticism by the instructor and fellow students. The other divisions of discourse are taken up in a similar manner.

Literature is the expression of the noblest thoughts of the world's best thinkers in appropriate literary art forms. It appeals to the various phases of the self above noted. The art form itself may in addition have an aesthetic value. The problem in the teaching of literature is to lead the pupils to grasp the thoughts presented and to appreciate the beauty and appropriateness of the method of their expression. The masterpieces studied are chosen with the purpose of giving the pupils an acquaintance with the various literary forms. They are studied as types rather than as isolated specimens. An attempt is made to impart to the students some of the principles of literary criticism and to inculcate such a love for that which is good in literature that they may in after life choose their reading wisely and read it with understanding.

DEPARTMENT OF NATURAL SCIENCE.

M. J. ABBEY.

The aim of this department is to induce systematic methods of scientific study and to inculcate habits of close and accurate observation. Before this can be accomplished it is necessary to find the central idea running through all natural science work. After this center of gravity has been discovered it is a comparatively easy task to build up around it a scientific study of the phenomena of life. The one law ever active in the natural as well as the physical science is the law of change. So universal is it that we call it the "determining idea" of science. We observe in all animal life dead matter being turned into living matter and this in turn passing back to dead matter. Vegetable matter is turned into animal and animals in turn breath out carbon dioxide which again is taken up by the plant and becomes a part of its living tissue.

In the phyical science we observe that the three states of matter, liquids, solids and gases, are continually changing from one state into another, and we are thus led to believe that the law of change holds good in this branch of science as well as in the natural sciences. The only difference is that the one has to deal with both dead and living matter, while the other is confined to dead matter. In the first case it results in an organic unity, culminating in man, which is the highest type of a self-determined unit. In the second case it results in well established physical laws or orders. Science enables us to pass from limitation to freedom. We are able to see in the past as well as in the present or future a unity going through an unending development from the simple to the complex. The one who is able to see the most of this harmony is the one who gets the most out of life.

Botany.

Probably no other subject is so well adapted to cultivate the powers of observation and to arouse an interest in and a love for the beauties of nature as botany. For this reason the teacher should have a thorough knowledge and appreciation of the fundamental facts of the subject as a basis of all nature study work in the grades. While the facts of plant life, morphology and physiology receive due attention, it is of more importance that the student be put in touch with the life principles and life relations of plants than it is to know the scientific name of every plant that he sees. When a student can look upon a plant as a living, growing thing, doing work not unlike that done by the human being, then the subject takes on new interest. The conditions under which it lives, effects of soil, climate and other factors of environment, are features of the study that are not only interesting but helpful in other branches of school work, such as physiology, physics and geography.

In theory plants should be studied in the order of their complexity and, what scientists believe to be the same thing, in the order of their development, beginning with the simplest types of thread-like water plants, and progressing through the mosses and ferns to the seed plants. In practice, however, this takes the student at the outset into a realm unknown and unrelated to his experiences, and necessitates the use, immediately, of the compound microscope, the technic of which calls for considerable skill. Moreover, experience has shown that better results are obtained, providing the study is pursued during the entire year, if the student begins by observing some of the gross structures of plants already familiar to him, then investigates the adjustments they have made to their environments, and sees how the structures studied are of advantage to the plants in their struggle for existence. Along with this should be studied fundamental functions. Thus, as the leaf is studied, we note the form, how the leaf of plants in the woodland differs in shape, covering, and other characters from the leaf of prairie plants; we investigate the evaporation of water from the leaf, the contrivances for regulating it; we also study the leaf as a factor taking in certain gases from the air, water from the soil, and by the power of sunlight manufacturing them into starch, one of the foods of the plant. As the leaf has been studied both by observation and by experiment, so is the root studied, as an organ to anchor the plant, to absorb moisture and minerals, and to store away food during the winter.

In brief, the work in botany can be summed up as follows:

I. General. The object will be to present the plant as a living thing. This can best be accomplished by the laboratory method, the student being trained to observe and to make a record of what he sees. The work includes reference reading, class work, lectures, the writing of three essays and field excursions.

II. Particular. 1. The study of an individual seed plant in all its phases; the germination, the structure, and the physiology of seeds.

2. Organs:—Structure, form, mode of growth, differences, functions, arrangement. Structure and growth of entire plant; transpiration, circulation, respiration, and assimilation.

3. Organs of Reproduction:—Structure, functions, inflorescence, fertilization, ripening of fruit and seed, dissemination of seeds.

4. Classification:—Study of several common plants.

5. A history of plants from the lowest forms to the highest with special attention to the theory of plant evolution. Representative species of the algae, seaweeds the bacteria, and other fungi (especially those of economic importance, as mushrooms, rusts and smuts) are studied.

Agriculture.

To meet the demand for the study of a branch of science relating directly to the great economic interest—agriculture—

the third term of the year course in botany has been assigned to elementary agriculture. The object of the study is twofold; first, to learn the fundamental facts about soil, plants and animals, and, second, to bring out the cultural side. That the study of agriculture will fulfill these purposes cannot be questioned.

The following is a brief outline of the course:

I. Wheat. (1) History, (2) economic value, (3) varieties, (4) one best adapted to North Dakota, (5) preparation of the soil, (6) selecting and testing of seed wheat, (7) cultivation, (8) place in crop rotation, (9) diseases and their remedies.

II. The same general outline is followed for corn, oats, barley, flax and rye.

III. The Soil. (1) Origin, (2) tillage, (3) moisture, (4) drainage, (5) improvement, (6) composition.

IV. The Relation of the Plant to the Soil. (1) Root, (2) tubercles, (3) crop rotation, (4) what a plant obtains from the soil and how it obtains it.

V. The Raising of Fruit Trees. (1) The kinds, (2) where to plant, (3) how to plant, (4) care, (5) pruning (6) grafting, (7) budding, (8) cause and nature of diseases (9) remedy.

VI. Domestic Animals. (1) Kinds best adapted to North Dakota, (2) value of good breeds, (3) care of animals, (a) kind of food, (b) preparation of food, (c) time of feeding, (d) amount of feeding, (e) water, (f) salt, (g) cleanliness, (h) ventilation of barns.

The school gardens are planted and cared for by the students in the science classes. Here many of the principles of agriculture are illustrated and made more practical.

Zoology.

The work in zoology is designed to cover the principal types of the more important groups. It is better to make a thorough study of one specimen under each group than a general study of a large number. This is done by the laboratory method, supplemented by discussions of fundamental principles. The course comes in the third year and, following botany as it does, the powers of observation are strengthened and the habits of careful, systematic thought are developed. Special emphasis is placed upon the laboratory records and drawings. Accuracy and neatness, rather than the amount of work done, are the things sought after. Anything that is worth doing at all is worth doing well.

The life relations and life principles of animals, as well as their structure and physiology, are carefully studied. In the study of the lower animals first and then the more advanced forms, the student is led to see the principal facts underlying the theory of organic evolution.

The instruction is chiefly academic, the method part being reserved for the class in science method, but in the selecting of exercises and in conducting the class room work, attention is frequently called to the use he can make of the particular subject under discussion in his own teaching. Also such subjects as relation of animals to man; useful animals; destructive animals; cruelty to animals; the work of the different seasons, and how to take up the simple study of animal life, are discussed.

Laboratory work on each specimen precedes the class room work. New facts are added through the reference library and not through any one text book. Thus the student frees himself from any one set theory or view of the subject. He learns to correlate his ideas and to form out of the many conflicting theories one for himself.

Physiology.

The work in physiology is not confined to one term, but runs through all the work in botany, zoology and physics. In the third term of the third year the more important facts are brought together and correlated. The work is largely objective, with frequent lectures on such subjects as diet, health, exercise, diseases and other related subjects. Each student is required to keep a laboratory book in which each specimen studied is carefully drawn.

The work should give the student a clear idea of the living body; the divisions of bodies into organic and inorganic, into plants and animals; of what is meant by the structure of a body, anatomy, physiology, hygiene, cell tissue, membrane, gland, muscle, tendon, blood vessel, nerve, lymphatic, bone and joint.

There should be a definite knowledge of the function of each organ and the system by which it does its work. The mere technical name of every muscle and bone of the body is of little importance compared with what the great digestive, circulatory, respiratory, secretory and absorbent systems do for us. Too frequently the emphasis is placed upon the unimportant rather than upon the great principles of the subject.

It is impossible to understand the digestive systems without a knowledge of what constitutes a food, a knowledge of the system as a whole, the function and structure of its organs and their relation to the other organs of the body.

Under the circulating system a careful study is made of the function, structure and location of the organs. This includes the heart, arteries, capillaries and veins, and the tracing of the pulmonic and systemic systems, noting the changes which take place in the lungs and capillaries; a discussion of the meaning of a cold, congestion, fever and inflammation.

A study of respiration includes a knowledge of the purposes of respiration; the structure and function of the organs involved; ventilation and the best means of ventilating, with the evil effects attending poor ventilation.

The study of each of the other systems is taken up in the same way, giving special attention to the function of each organ and its part in the laws of health. Specimens are obtained from the butcher shop, which are carefully studied and drawn.

The study of alcohol is taken up in a sensible manner. The central idea is gained from the definition of a food. A food is anything taken into the body which supplies it with weight, heat or energy. Alcohol does not supply weight, and hence is not a food. The intelligence of the student is appealed to in the study of the question.

Physics.

The work in physics is text-book work, lectures and laboratory experiments. Each student is provided with a laboratory manual and is required to make a definite number of experiments each week and record them in a note book.

Eight subjects are taken up: (1) Matter, (2) force and motion, (3) gravity, (4) heat, (5) sound, (6) magnetism, (7) electricity, (8) light.

The following is not an exhaustive treatment of the above topics:

1. Matter. The divisions of matter and illustrations of each, states of matter and its properties.
2. Force and Motion. Newton's laws and the effects of

forces acting at different directions. A study of the six simple machines and their functions as labor saving inventions.

3. Gravity. Center of gravity, line of direction, weight, the various kinds of instruments to determine weight. Laws of falling bodies and the pendulum. Effects of gravity upon liquids under different conditions, hydrostatic press, Archimedes' principle, methods of determining specific gravity; pumps and barometers, with a careful study of the principles that they illustrate.

4. Heat. Heat produces expansion in all bodies. Absence of heat produces contraction, freezing and condensation; the thermometer and its working; climate and how affected by latent and specific heat; the difference between conduction, convection and radiation.

5. Sound. The origin of sound and the conditions necessary for its transmission. The sound wave, and upon what the qualities of pitch, timbre and intensity depend. Echoes, and how produced. The study of musical sounds, consonance, unison, octave and scale. Beats and harmonics. How to produce tones of different pitch.

6. Magnetism. Magnetic field and magnetic induction. The earth as a great magnet. Declination and inclination. The magnetic poles. Magnetism by contact and the mariner's compass.

The work of this division of the subject is especially emphasized. We are living in what might be called an electric age. Only the practical side of the subject is taken up. For example, the electric bell; the phenomena is studied, law stated, explained and verified and then the application of the law in industrial life is carefully considered. Some of the local industries furnish opportunity for illustrating the more common laws of electricity.

All of the above points are fully illustrated by experiments. Each student works independently and arrives at his conclusions through observation. Many pieces of apparatus are made by the students in the work shop.

Methods of Nature Study.

The aim of the course is two-fold: first, to review the elementary facts of science, and, second, the way to present these facts. The first half of the term is devoted to the mastery of facts, while the second half is given to a pedagogical view of the subject. Under the first head topics in botany, zoology, physiology, physics, chemistry and elementary agriculture are considered. The aim is not a deep study of these subjects, but more a review and sorting of the facts that should be taught in the grades and the first two years of the high school work.

In the pedagogical part of the work several topics are selected, and the art of presenting them is illustrated. The adaptability of the work to the different stages of a child's development receives careful attention. Probably the greatest purpose of the work is to learn how to put the child in accord with his surroundings. Each member of the class is required to write daily a teaching plan. These are corrected by the instructor, discussed in class and returned to the student, At least twice during the term each one is required to conduct a grade class in nature study.

An outline of nature study work, with suggestions how to teach it, is given to each student.

ATHLETICS AND GEOGRAPHY.

M. N. POPE.

Athletics.

Athletics at the Normal School are on a sound basis, being directly under the supervision of a regularly elected member of the faculty. Instruction is given to all who desire it, in football, basketball, baseball, track athletics, fencing, club swinging, etc. Besides this there are teams in football, basketball, baseball, indoor baseball and track athletics, which represent the school in competition with other members of the North Dakota Interscholastic Athletic Conference. The equipment for all sports is particularly good, a large field giving ample room for baseball, football and track athletics is situated adjoining the building. On the campus we have also two of the best tennis courts in the state, one being of sod and one of clay. In the building are two commodious gymnasia, the boys', 26x80 feet; the girls', 36x80 feet. Both have a 16-foot ceiling. The latter is supplied with a grand stand accommodating 450 spectators. In this indoor stadium all match games of indoor baseball and basketball are played.

Leading from this gymnasium is the ladies' dressing room, equipped with tub, shower and needle baths. It is expected that before the new year both gymnasia will be equipped with chest weights, Indian clubs, dumb-bells, flying rings and other necessary gymnastic apparatus. The department especially emphasizes the place of athletics, which supplies the present and growing need for teachers able to instruct in sport and gymnastic work.

GEOGRAPHY.

(*Three Terms.*)

Geography deals with those truths which pertain to the earth in relation to man's institutional life, placing immediate emphasis upon business life.

In the language of Guyot, "Geography deals with the earth as the home of man." While the subject-matter of geography deals with nature and human nature, it is always faced one way, toward man. The study of geography as a natural science exclusively, is like the play of Hamlet with Hamlet left out. Seasons, winds, rainfall, surface-relief, soil, products, and industries are not geographical topics; unless they are studied in their inter-relations as they make a home for man, and form a basis for his union in business, the division of labor, and the building and maintaining of society.

Geography as a subject consists in relations; it is the thinking of society in its formative process as based upon nature and nature's laws.

To have a clear concept of these relations implies a constructive knowledge of society and of the essential natural phenomena of the earth. The acquisition of the former is begun in the course in history, and that of the latter occupies the major portion of the time of the classes in geography during the first two terms.

While the different topics of geography are closely interrelated, they may be regarded as falling into the somewhat artificial divisions of physical and political. This division is made on the basis of the aspect in which the earth is viewed.

From the former standpoint we view the earth as a physical thing, independent of man as a formative factor, except as the reaction of all plant and animal life influences minor details of its character. Subdivision of physical geography is more or less arbitrary and artificial, and made for convenience. For in mathematical geography, so-called, we see the earth as a body in space, as a planet with such definite relations to the sun that we see the phenomena of the seasons, the shifting of the heat-belts, whence we trace the comprehensive system of air currents. Thus we pass from a well defined astronomical phase by insensible degrees to the equally well defined science of meteorology, treating of the weather. Likewise, through the study of the influence of the moon as a cause of tides, we are carried to another equally well defined science—that of oceanography.

Again, we study about deposition of the debris of continents, and of animal remains, on the ocean bottom, and about the uplift above the ocean of these same deposits, and about their exposure to the destructive action of wind, frost, rain—in short, weather—all of which comes under the fairly well marked branch of natural science, physiography. This is often colled geographic geology, treating of the earth's surface as a result, in contra-distinction to dynamic geology, treating rather of the forces acting in all time to bring about these present results, and to historical geology, dealing with the succession of the different strata, and the past geography of the time at which each was laid down. But even in physical geography we are compelled to draw heavily on our conceptions of time. The study of the relations of these various phenomena and their explanation constitutes the natural science, strictly speaking, in which man is a very much interested but utterly helpless spectator, when we consider the comparatively slight effect of his reaction on his environment.

The general geography, however, does not stop here. As the student has a clear grasp of each physical fact and geographical unit, he has presented to him the influence exerted by these on man, upon him as a physical being and upon his development along institutional lines. The influence of natural conditions upon the larger social development that gives rise to national life brings us to the study of political divisions of the earth's surface.

The investigation of racial and national development, as such, belongs to the domain of history. The study of the present national boundaries of peoples and of their industrial activities is a part of political geography; and the lines of demarkation between this and physical geography is more apparent than real.

In political geography the earth is viewed as the theatre of man's actions and its central truth may be said to be man's use of the earth and its elements. During the first two terms' work in geography the student has viewed in their organic relations the essential elements of the natural phenomena which condition industrial life and, through that, all institutional life.

Statement of Class Work.

The class begins with a detailed study of stream development, not only by the aid of the text, but by field observations on topographic units which reproduce faithfully, on a small scale, all the processes and stages of river development, of even the largest river systems. These field observations are recorded by sketches and reproduced in model. Thus the pupil is introduced at first hand to the action, on ground easy to become familiar with, of that important erosive force which he needs to understand in order to explain the cause of most of the physiographic forms with which he has to deal. His observation work on canyons, flood-plains, terraces, cut-offs, alluvial fans, deltas, cascades, all in miniature, helps to stimulate his imaginative faculties and to enable him the more easily to form concepts of mountains and such other geographical units as have probably not entered into this experience.

The better to prepare the pupil for this reproduction work, and to understand the diagrams of the texts, he is carried through a simple series of laboratory exercises translating simple solids into terms of contour lines, contour lines into conventional islands, mountain peaks, etc., modeled in clay or moist sand, making sketches from the models, and making models from the cuts in the texts. These exercises being made mostly to scale give the student a proper conception of the exaggeration in the models and relief maps as commonly made.

The vicinity of Mayville offers unique advantages in the study of typical stages of river formation. The best defined of the beaches of ancient Lake Agassiz are but a short distance away, and may be seen from the Normal School. Field excursions form an essential part of the physiographic work. Since this observation work, and the logical development of the subject from it, must be accommodated to the season, it starts at the first of the fall term and occupies the entire quarter. During this time, or following it, attention is given to making relief and contour maps, and to modeling in sand or clay. Common rocks are examined as to their more evident physical properties, and with regard to their importance as soil-forming materials.

The winter term is occupied mostly with the study of the seasons and weather. Simple appliances, such as can be constructed in the district schools, illustrate the place of the earth in the solar system, and demonstrate why the heat belts are located where they are. Demonstrations are made of such simple facts of chemistry and physics as are necessary to understand the constitution and behavior of the air. United States weather maps are freely used and the method of their interpretation taught.

Political Geography.

The work in physical geography is followed by a term in political geography, in which the aim is to lead the student to see and understand the latter in its relation to the former. The thought side, and not mere memory work, is emphasized.

The relation of man to his physical surroundings, how he is influenced by them, and how he modifies and controls them for his use, is a guiding principle in the study.

The location of cities, centers of population, certain industries, the location of railroads, canals, etc., are studied in relation to their physical conditions. The relation of city and country, the dependence of one section upon others, cause and effect, are some of the ideas made prominent.

The time is too short to make a complete study of the entire subject, hence the different geographical ideas of the United States are studied as types. Important topics are assigned to individual students for special study, and the report given to the class. The study is made intensive rather than extensive.

The knowledge gained of the United States is used as a basis in the study of other countries. Other countries are compared and contrasted with the United States.

HISTORY AND ECONOMICS.

RAYMOND G. PATTERSON.

The real work of history is to be found in understanding the development of the five great phases of institutional life: The political, the religious, the cultural, the economic and the social. We ascertain the political ideas of a people through an investigation of their government; their religious ideas by observing the nature of their church. In like manner we learn their ideas of the other institutions, and thus become acquainted with the whole life of a people.

The ideas of a people become manifest through their acts, which constitute the events or facts recorded in a text-book on history. A knowledge of the events of history is necessary as a means to an understanding of its content, which is the goal. For the mind to grasp the real significance of historical events, it must realize that there is in history, as in every subject, a central principle running through the large number of apparently isolated facts. Dominated by this idea, the student learns to organize his subject material according to its relation to the central principle by careful interpretation and subordination.

The value of this scientific method of studying history is evident. The student must call into activity both analytic is evident. The student must call into activity both the analytic and the synthetic judgment. He sees that the subject affords an opportunity for the exercise of his reasoning faculties, and the discovery arouses an interest which he would never feel as long as memorizing unrelated facts remained the object of his study. The student learns to discriminate between the vital and the irrelevant. His mind becomes keen. There is probably no other school subject which is so powerful an instrument in both culture and discipline as history is when studied in this scientific manner. The teacher in the primary and secondary schools ought to be under the influence of this view of history in order that he may consciously direct the thought of his pupils in this subject toward history in its scientific form as an ideal.

In a more general sense we may say that history universalizes the student. He enters with primitive man into his struggle for freedom—physical, civil and spiritual—solves the problems which the race has solved, and thus arrives at the stage in civilization which the race has reached, himself free to assist in future progress with all the momentum of the past.

The Normal School offers especial advantages for historical study. An excellent working library affords abundant opportunity for reference work,—a privilege which enables the student to investigate the subject as thoroughly as he may desire.

The work in history naturally falls into two main divisions, United States history and general history. These divisions are subdivided into the following courses:

United States History.

Two terms are devoted by first year students to the study of United States history to the close of the Civil War.

One term is spent by fourth year students of the English course in completing the subject. This term's work includes a study of our history from the close of the Civil War to the present time, and a general review of the entire subject.

The fundamental purpose of the course is to give the student a thorough knowledge of the growth and development of our present institutions. It is the aim to have students feel that American history is a movement; to have them see that events and series of events may be grouped on the basis of a common movement. This is essential to a right understanding of history.

Some of the topics given careful attention are: The contest between foreign nations for supremacy in America; the struggle of the colonists for civil and religious liberty; the union against England; the development of nationality; the conflict with slavery; the reconstruction and development of the nation.

Papers showing the various stages in important movements are frequently called for. Maps are drawn by the student when essential to a clearer understanding of the subject. Daily use is made of the library for supplementary work.

Civics.

One term in civics is given in connection with the course in United States history. The development of our government from colonial times is carefully worked out. The articles of confederation are studied with the view of detecting their strength and their weakness. A thorough analysis of the constitution of the United States is made and the fundamental principles of our government thoroughly grounded in the mind of the student.

A portion of the term is also allotted to a study of the government of North Dakota. The town, city, county and state governments are all considered from a practical standpoint.

The aim of the course is to give the student a comprehensive knowledge of the nature and purpose of government; his rights under the government, and his duties toward it; and to create a spirit which shall lead him to insist upon the noblest type of citizenship.

General History.

Three courses are given in general history, as follows:

Ancient History.

This course is for students of the second year. It occupies two terms. It is intended to acquaint the student with the essential facts in the history of the rise, development and downfall of the nations of antiquity; to familiarize him with civilization as it existed in the Orient,in Greece and in Rome from the very earliest times to the establishment of the Carolingian empire in 800 A. D.; and to discover the origin of ideas which have influenced the development of our own institutions.

English History.

This course follows the course in ancient history and occupies one term. It forms a link between ancient and modern civilization. It presents a two-fold purpose: First, to understand the great historical institutions; secondly, to master the English institutions and see their connection with American history.

Modern European History.

The students of the senior class devote one term to the study of modern European history. The course comprises a study of the rise and development of the modern European nations; a study of the institutions under which

Europe has lived for centuries—above all, the church as affected by the crusades, monasticism, the renaissance and reformation; the life and work of a few men of foremost importance in European history,—for example, Charlemagne, Luther, Napoleon and Bismarck; lastly, the industrial, intellectual and artistic achievements made during this period.

Economics.

One term is given to the study of political economy. The subject is admirably adapted to round out and complete the course in history. It may safely be said that we are living in an economic era. Great economic problems exist today which rising generations must solve. It is of the utmost importance, therefore, that students have their interest in the subject aroused and that they attain a reliable understanding of its fundamental principles. The purpose of the course is to accomplish this result.

ALUMNI ASSOCIATION.

OFFICERS.

O. O. Trageton	President
Anna McLean	Vice-President
Mary Norton	Secretary and Treasurer

CATALOGUE OF ALLUMNI

FIRST GRADUATING CLASS, '95—15.

Allen (Saunders), Ida B.	Missoual,	Mont.
Boyum, E. E.	Jennings,	La.
Brumwell, Milton	Hatton,	N. D.
Butler, W. H.	Cooperstown,	N. D.
Courtney, W. J.	Page,	N. D.
*Dallas, David		
Frazier, L.	Hoople,	N. D.
Morrish, W. J.	Page,	N. D.
Putnam, Grace B.	New Rockford,	N. D.
Sinclair, J. H.	Cooperstown,	N. D.
Smith, R. L.	Grand Forks,	N. D.
Sonderall, J. B.	Grafton,	N. D.
Springen, Sophia H.	Mayville,	N. D.
Warren, E. G.	Minot,	N. D.
Williams, Louis	Davenport,	Iowa

SECOND GRADUATING CLASS, '96—13.

Anderson (Larson), Louise	Markham,	Texas.
Boyum, George		
Brown, W. G.	Lidgerwood,	N. D.
Brown (Thams), Fredrica		
Kaldor, Theo.	Hillsboro,	N. D.
Koppang, Sophia	Portland,	N. D.
Moen, Ida	Mayville,	N. D.
Mooers, W. G.	Devils Lake,	N. D.
McDonald, N. C.	Lidgerwood,	N. D.
Macdonald (Belanger), Katrine	Jennings,	La.
*Patterson, Henry		
*Sunderland, T. S.		
Wambheim, Mary	Mayville,	N. D.

THIRD GRADUATING CLASS, 97—7.

Carlile, A. M.	Bantry,	N. D.
Hasselquist, Thomas A.	Sherbrooke,	N. D.
Keene (Josh), Minnie S.	Sherwood,	N. D.
Keene, Edward O.	Sherwood,	N. D.
Mooers (Walton), Libbie C.	Devils Lake,	N. D.
Sinclair, Edith R.	Hannaford,	N. D.
Thornton, Edgar		

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*Deceased.

FOURTH GRADUATING CLASS, 98—3.

Fecher, Gilbert O.	Hatton,	N. D.
Hendrickson (Lucken), Emma F.	Enderby	British Columbia
Walbom, Anna A.	Fergus Falls,	Minn.

FIFTH GRADUATING CLASS, 99—13.

Anderson, Sophia	Fargo,	N. D.
Blackorby, Charles E.	Cando,	N. D.
Bolstad, Andrew L.	Cunningham,	Wash.
Carhart, Edith Beebe	Mayville,	N. D.
Colvin, Robert	Cando,	N. D.
Curry (Long), Adelaide S.	Finley,	N. D.
Hillier, Geo. H.	White Earth,	N. D.
Halland, Hannah Alice	Fargo,	N. D.
Johnson, Kittie May	Groton,	S. D.
Moskau, Gilbert	Mayville,	N. D.
Porter, W. H.	Olga,	N. D.
Rosholt, Ruth	Minneapolis,	Minn.
Sletto, Anna	Cando,	N. D.

SIXTH GRADUATING CLASS, '00—20.

Burdick, Usher L.	Hampden,	N. D.
Burdick (Robertson), Emma	Hampden,	N. D.
Berrington, Blanche Frances	Portland,	N. D.
Carlile (Cooper), Margaret	Bantry,	N. D.
Cassidy, James H.	Leeds,	N. D.
Deitz, Helen M.	Hood River,	Ore.
Edwards (Wilkins), Coral	Fargo,	N. D.
Hibbard, Mabel E.	Berkeley,	Cal.
Keene, Rena E.	Hope,	N. D.
McCarten, Margaret,	Fargo,	N. D.
McCarten, Tene	Fargo,	N. D.
McCarten, Cinda	Cando,	N. D.
Morrish, Ada Maud	Lidgerwood,	N. D.
Miller, Albert G.	Sherbrooke,	N. D.
Nestos, R. A.	Minot,	N. D.
Poulson (Wold), Inga	Valley City,	N. D.
Reed (Cruden), Nellie	Dickinson,	N. D.
Sinclair, Sadie J.	Cooperstown,	N. D.
Skrivseth, Bendick O.	Aneta,	N. D.
Tyler (Watkins), Augusta A.	Manganola,	Colo.

SEVENTH GRADUATING CLASS, '01—15.

Ackerman (Willis), Bessie	Manila,	Wash.
Anderson, Annie Frances	McHenry,	N. D.
Dolve, Nels O.	University,	N. D.
Erickson, Mathias B.	Hillsboro,	N. D.

Halldorson, Halldor	Souris,	N. D.
Hendrickson, Lillie	Willow City,	N. D.
*Hiller, Will A.		
Jones, Charlotte	St. Thomas,	N. D.
Kaldor, Ole O.	Hillsboro,	N. D.
King, Sylvia L.	Fargo,	N. D.
Morrill, Jessie	Palmer,	Mich.
McCarten, Emmett	Fargo,	N. D.
Swartwood (Adams), Eva M.	Grandin,	N. D.
Vinje, Elvin	Northwestern U.,	Ill.
Wambheim, Mary	White Earth,	N. D.

EIGHTH GRADUATING CLASS, '02—22.

Anderson (Ferguson), Lela E.	Fargo,	N. D.
Aspinwall, Mabel	Wahpeton,	N. D.
Clunis, Viola	Cando,	N. D.
Crothers, A. R. E.	Grand Forks,	N. D.
Deitz, Effie	Kempton,	N. D.
DeNoyer, John	Graham's Island,	N. D.
Erickson, Edward	Caledonia,	N. D.
Fingerson, Emily	Park River,	N. D.
Hocking, William	Chicago,	Ill.
Koppang, Olga,	Portland,	N. D.
Kuhn, Elizabeth	Park River,	N. D.
Larin (Carhart), Margaret	Mayville,	N. D.
Morrish, Carrie	Page,	N. D.
Parsons, W. Earl	Adams,	N. D.
Peterson, Eli E.	Leeds,	N. D.
Poulsson, Eleanor	Mayville,	N. D.
Parsons (Burd), Daisie	Adams,	N. D.
Roberts, Ruth	Minneapolis,	Minn.
Shear, Maude B.	Fargo,	N. D.
Sando, Anna	Buxton,	N. D.
Skarperud, Andrine L.	Portland,	N. D.
Voge, Ole O.	Dundee,	N. D.

NINTH GRADUATING CLASS, '03—21.

Anderson, Josephyne	Finley,	N. D.
Anderson, Rena	Thompson,	N. D.
Champine, Inez E.	Fargo,	N. D.
Chantland, Ellen J.	Dickinson,	N. D.
Dawson, Jessie	Cando,	N. D.
Forre, Anne E.	Lakota,	N. D.
Jobe, Elizabeth	Milton,	N. D.
Koerner, Lottie F.	Cando,	N. D.
Lerom, Bertha	Madison,	Wis.
Lerom, Hattie	Madison,	Wis.
Lerom, Marie	Lidgerwood,	N. D.
Lynner, Hilda	Mayville,	N. D.
Marsden (Mitchell), Jessie	Carrington,	N. D.
Palmer, Bertha R.	Dickinson,	N. D.

Raaen, Aagot	University,	Minn.
Sando, Olga M.	Buxton,	N. D.
Shortridge, Lila V.	Devils Lake,	N. D.
Sorensen, Mamie	Larimore,	N. D.
Thomson, Tilda	Kelso,	N. D.
Vannier, E. Laurena	Lakota,	N. D.
Wilbur, Ruth A.	Cummings,	N. D.

TENTH GRADUATING CLASS, '04—26.

Abel, Melvina G.	Medford,	N. D.
Burbridge, Anna J.	Grano,	N. D.
Chase, Mary B.	Reynolds,	N. D.
Charlton, Ethel G.	Fargo,	N. D.
Cliffgard, Theo J.	Grafton,	N. D.
Crafer, Thomas, LL. B.	University,	N. D.
Denning, Lillie M.	Lidgerwood,	N. D.
Erickson, Oscar	Edinburg,	N. D.
Fiske, Etta G.	Hunter,	N. D.
Fraser, Anna M.	Cavalier,	N. D.
Hood (Hazzard), Olive E.	Battleford,	Canada.
Haywood, Margaret B. S.	Larimore,	N. D.
Hegland, Clara	Cavalier,	N. D.
Hill, Minnie	Aneta,	N. D.
Keeping, Kimball	Murray Harbor South,	Wash.
Lucken, Lillie M.	Mayville,	N. D.
MacLeod, John	Chaffee,	N. D.
McElfresh, Elinor R.	Devils Lake,	N. D.
McLean, Anna	Perth,	N. D.
McMordie, Margaret N.	Hunter,	N. D.
Morrish, Minnie Violet	Cummings,	N. D.
Nelson, Anna S.	Dickinson,	N. D.
Scott, Georgie, A. B.	Casselton,	N. D.
Shortley, Ethel A.	Tower City,	N. D.
Smith, Robert E.	Hankinson,	N. D.
Wold, Jennie	Lidgerwood,	N. D.

ELEVENTH GRADUATING CLASS, '05—33.

Anderson, Alma B.	St. Johns,	N. D.
Anderson, Hilda	Portland,	N. D.
Anderson, Loretta C.	Portland,	N. D.
Barnfather, Cora	Lakota,	N. D.
Carter, Nine B.	Hankinson,	N. D.
Cowden, Marie V.	Larimore,	N. D.
Eaman, Effie P.	Casselton,	N. D.
Erickson, Clara	Mayville,	N. D.
Helgeson, Matilda	Mayville,	N. D.
Hepburn, Margaret	Kelso,	N. D.
Hunsley, Edythe A.	Williston,	N. D.
Kirkeberg, Ingrid C.	Reynolds,	N. D.
Kramer, Ethel O.	Mayville,	N. D.

Levin, Aaron	Thief River Falls,	Minn.
Lucken, Etha L.	Lakota,	N. D.
MacLean, Etta A.	Drayton,	N. D.
Miller, Edith B.	Mayville,	N. D.
Murphy, R. B.	Tower City,	N. D.
Olson, Clara J.	Hillsboro,	N. D.
Olson, Cora A.	Hankinson,	N. D.
Palmer, Jeanne	Hankinson,	N. D.
Plummer, Maude E.	Minot,	N. D.
Plummer, Ida M.	Minot,	N. D.
Ronning, Hulda M.	Souris,	N. D.
Thacker, Nellie G.	Grand Forks,	N. D.
Thompson, Charlotte	Leeds,	N. D.
Trageton, O. O.	Portland,	N. D.
Tvenge, Wilhelm P.	Galesburg,	N. D.
Vannier, Lucy R.	Aneta,	N. D.
Waiste, Lucy B.	Larimore,	N. D.
Wallace, Irene	Hankinson,	N. D.
Weltzin, Marie A.	Devils Lake,	N. D.
Wilkins, Stella F.	Lidgerwood,	N. D.

CATALOGUE OF STUDENTS.

The following list does not contain the names of the pupils in the practice department or Model School. It includes only those who are taking the teachers' course in the Normal School.

POST GRADUATES—29.

Anderson, Alma	Class of 1905.
Anderson, Loretta	Class of 1905.
Berrington, Blanche	Class of 1900.
Chase, Mary	Class of 1904.
Crafer, Thomas, LL. B.	Class of 1904.
Erickson, Clara	Class of 1905.
Forre, Anna E.	Class of 1903.
Hepburn, Margaret	Class of 1905.
Hunsley, Edythe	Class of 1905.
Kalder, O. O.	Class of 1901.
Kirkeberg, Ingrid	Class of 1905.
Koppang, Olga	Class of 1902.
Koppang, Sophia	Class of 1896.
Levin, Aaron	Class of 1905.
McMordie, Margaret	Class of 1904.
Miller, Edith B.	Class of 1905.
Morrish, Violet	Class of 1904.
Murphy, R. B.	Class of 1905.
Olson, Cora	Class of 1905.

Palmer, Bertha R.	Class of 1903.
Poulsson, Eleanor	Class of 1902.
Raaen, Aagot	Class of 1903.
Sando, Anna	Class of 1902.
Sando, Olga	Class of 1903.
Schell, Helen	U. N. D.
Trageton, O. O.	Class of 1905.
Tvenge, W. P.	Class of 1905.
Wilbur, Ruth	Class of 1903.
Wambheim, Mary	Class of 1896.

UNDERGRADUATES.

SENIORS, 1906—62.

Amb, Julia	Mayville,	N. D.
Ames, Cora	Mayville,	N. D.
Ball, Violet	St. Thomas,	N. D.
Baldwin, Lulu	St. Thomas,	N. D.
Brand, Dorothy	Sheyenne,	N. D.
Burdick, Maude	Oberon,	N. D.
Burley, Beatrice	Drayton,	N. D.
Carhart, Ruth M.	Mayville,	N. D.
Carlson, Anna	Dwight,	N. D.
Childs, Ruth E.	Crookston,	Minn.
Craig, Jennie	Drayton,	N. D.
Craig, Carrie	Drayton,	N. D.
Curran,Francis J.	Hannah,	N. D.
Dahl, Nora	Hillsboro,	N. D.
Dean, Cora	Mayville,	N. D.
Dudley, Belle	Grand Forks,	N. D.
Duell, Pearl	Devils Lake,	N. D.
Gehrke, Minnie	Grand Forks,	N. D.
Gilroy, Francis	Drayton,	N. D.
Haberlin, Wm. J.	Courtenay,	N. D.
Hagen, Belle	Cooperstown,	N. D.
Hankins, S. T.	Oberon,	N. D.
Holbrook, Bessie	Rugby,	N. D.
Hocking, Thos.	Absaraka,	N. D.
Iverson, P. J.	Towner,	N. D.
Johnson, Helga	Mayville,	N. D.
Ketchum, Emma	Larimore,	N. D.
Kenny, J. J.	Aneta,	N. D.
Lund, Pauline	Portland,	N. D.
Longfellow, Edith V.	Buxton,	N. D.
McBride, Jean	St. Thomas,	N. D.
McVey, Jessie	Cando,	N. D.
Melhus, Nettie	Mayville,	N. D.
Mitchell, Marcia	Crystal,	N. D.
Morsen, Alma	Drayton,	N. D.
Nelson, Christine	Mayville,	N. D.

Nelson, Dina Theresa	Mayville,	N. D.
Newton, Geo. R.	Finley,	N. D.
Norton, Mary E.	Devils Lake,	N. D.
Noben, Lillian	Grafton,	N. D.
Oftedal, Axel	Minneapolis,	Minn.
Oftedal, Tryvge	Minneapolis,	Minn.
Olson, Inga	Portland,	N. D.
Osmon, A. H.	Dalton,	Minn.
Picard, Thea	Esmond,	N. D.
Poulsson, Georgia	Mayville,	N. D.
Rapp, Mabel	Oakes,	N. D.
Rachac, Mary	Cummings,	N. D.
Rinde, Rosabella	Grafton,	N. D.
Schuler, Mabel	Wahpeton,	N. D.
Seely, Bessie	Chicago,	Ill.
Shaw, Leta	Wahpeton,	N. D.
Skarperud, Mary	Mayville,	N. D.
Sullings, Maude	Reynolds,	N. D.
Taylor, Esther Louise	Mayville,	N. D.
Vaugan, C. O.	Portland,	N. D.
Warren (McElfresh), Lenora	Mayville,	N. D.
Wambheim, Guri	Hatton,	N. D.
Wernett, Anna	Lakota,	N. D.
Welsh, Wm. J.	Regina,	Canada.
Wyant, Ethel	Knox,	N. D.

FIRST, SECOND AND THIRD YEAR STUDENTS—267.

Aaserud, Leonard	Portland,	N. D.
Aaserud, Mabel	Portland,	N. D.
Aasen, Emma	Clifford,	N. D.
Ames, Lillian Regina	Mayville,	N. D.
Anderson, Matilda	Portland,	N. D.
Anderson, Julia	Hatton,	N. D.
Anderson, Josie	Portland,	N. D.
Anderson, Ida	Portland,	N. D.
Anderson, Minnie A.	Mayville,	N. D.
Anderson, Cora M.	Mayville,	N. D.
Atkins, Geo. B.	Arvilla,	N. D.
Auburg, Albert	Hatton,	N. D.
Anderson, Ellen	Cummings,	N. D.
Bakke, Clarence	Mayville,	N. D.
Bakke, Ellen	Mayville,	N. D.
Benson, Geo.	Northwood,	N. D.
Beattie, Pearl F.	Wahpeton,	N. D.
Berrington, Agnes	Mayville,	N. D.
Berg, Gunda	Hatton,	N. D.
Berg, Clara	Northwood,	N. D.
Bemis, Myrtle	Cooperstown,	N. D.
Bell, Jeanette	Grandin,	N. D.
Bjelde, Josie	Mayville,	N. D.
Bjorlie, Ingeborg	Ottofy,	N. D.

Bly, Clara Bertina	Northwood,	N. D.
Bland, Kate	Lakota,	N. D.
Borge, Oluf	Edinburg,	N. D.
Borderud, Ida	Kindred,	N. D.
Bonnell, Kittie	Blanchard,	N. D.
Bratlee, Grace	Webster,	N. D.
Buller, Abraham	Rose Hill,	N. D.
Burdick, Zula	Oberon,	N. D.
Butterwick, Bessie	Milton,	N. D.
Buckland, Loretta	Petersburg,	N. D.
Byington, Florence	Union Center	Wis.
Beebe, Mrs. Jennie F.	Lakota,	N. D.
Callahan, Mary	Hope,	N. D.
Carhart, Agnes	Mayville,	N. D.
Carhart, Joseph Jr.	Mayville,	N. D.
Cauley, Theresa		
Caple, Grace	Minneapolis,	Minn.
Chilstad, Ida	Portland,	N. D.
Chilstad, Hannah	Portland,	N. D.
Cooper, Clara	Alexandria,	Minn.
Cooley, Kathleen	Hope,	N. D.
Cooley, Clarice	Hope,	N. D.
Cooley, Benjamin	Hope,	N. D.
Conley, Theresa,	Brocket,	N. D.
Conroy, Annabel	Hatton,	N. D.
Coleman, Emma	Portland,	N. D.
Cochran, Mary	Grandin,	N. D.
Coulthart, Minnie	Grafton,	N. D.
Dean, Blanca	Mayville,	N. D.
Dolve, O. H.	Portland,	N. D.
Dolve, Mary	Portland,	N. D.
Dorrum, J.	Fergus Falls,	Minn.
Duncan, Stella	Sharon,	N. D.
Ellingrud, Bertha	Hillsboro,	N. D.
Ellertson, Hannah	Niagara,	N. D.
Englehorn, Adeline	Churches Ferry,	N. D.
Enge, Alpha	Portland,	N. D.
Erickson, Nettie	Edinburg,	N. D.
Ewen, Leila	Mayville,	N. D.
Fladeland, Eva	Portland,	N. D.
Fladeland, May	Portland,	N. D.
Fladeland, Fay	Portland,	N. D.
Fowler, Clara	Michigan,	N. D.
Fosson, Ingeborg	Dalton,	Minn.
Forthun, Nellie	Cummings,	N. D.
Forbes, Vivian Mary	Niagara,	N. D.
Forbes, Francis	Dwight,	Minn.
Fredrickson, Richard	Edinburg,	N. D.
Fuglass, Annie	Aneta,	N. D.
Funderhide, Grace	Cando,	N. D.
Funderhide, Florence	Cando,	N. D.

Fluto, Clara		
Galegher, Myrtle	Thompson,	N. D.
Gilbertson, Laura	Clifford,	N. D.
Gjerness, Knut	Hatton,	N. D.
Gordon, Josephine	Michigan,	N. D.
Gordon, Clara	Hillsboro,	N. D.
Green, Rachel H.	Sherbrooke,	N. D.
Green, Amos T.	Sherbrooke,	N. D.
Grinde, Anna	Portland,	N. D.
Grinager, Lizzie	Lisbon,	N. D.
Grimstvedt, Helga	Hillsboro,	N. D.
Grimstvedt, Anna	Blanchard,	N. D.
Green, Mrs. Kate	Galesburg,	N. D.
Gunderson, Minnie	Mayville,	N. D.
Hawkins, Annie	Halstad,	Minn.
Hauge, J. W.	McVilla,	N. D.
Hasselquist, Rida	Sherbrooke,	N. D.
Hart, Francis Maria	Mayville,	N. D.
Hankins, Fred	Oberon,	N. D.
Hankins, May	Hillsboro,	N. D.
Halvorson, Emelia	Mayville,	N. D.
Hagen, Delia Estelle	Walcott,	N. D.
Havland, Stina	Mayville,	N. D.
Hanson, Emile	Hickson,	N. D.
Helgeland, Elma	Aneta,	N. D.
Henze, K. E.	Des Moines,	Ia.
Hellekson, Mathias	Park River,	N. D.
Hilstad, Ole	Finley,	N. D.
Hoff, Clara	Norton,	N. D.
Holum, Mabel	Hillsboro,	N. D.
Himes, Blanche	Bisbee,	N. D.
Hocking, Harry	Absaraka,	N. D.
Holland, Amanda	Mayville,	N. D.
Hoose, May	Caledonia,	N. D.
Johnson, Inga	Buxton,	N. D.
Johnson, Thea	Portal,	N. D.
Johnson, Julia	Edinburg,	N. D.
Johnson, Julia	Caledonia,	N. D.
Johnson, Sophia	Cummings,	N. D.
Jones, Grace	Casselton,	N. D.
Johnson, Hannah	Hillsboro,	N. D.
Johnston, Mary	Crystal,	N. D.
Johnson, Ida	Clifford,	N. D.
Johnson, Jennie	Caledonia,	N. D.
Johnson, Ella	Buxton,	N. D.
Kelly, Mary	Mayville,	N. D.
Kelly, Kathleen	Mayville,	N. D.
Keyes, Winnifred	Minnewaukan,	N. D.
Kjelsburg, Christina	Mayville,	N. D.
Kjelsburg, Maragot	Mayville,	N. D.
Kruse, Anna	Mayville,	N. D.
Krohn, Alex	Hillsboro,	N. D.

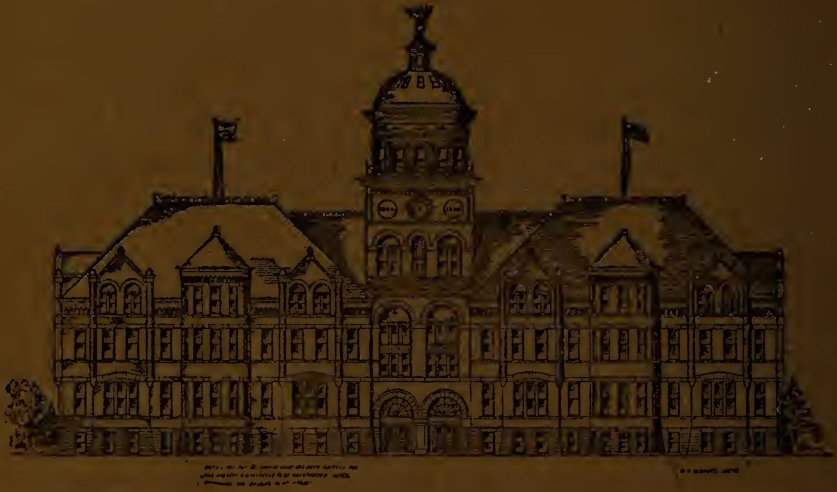
Kulstad, Mary	Halstad,	Minn.
Larson, Martha	Mayville,	N. D.
Latta, Grace	Niagara,	N. D.
LaQua, Elizabeth	Hankinson,	N. D.
Lambe, Charlotte	Leonard,	N. D.
Lee, Marian	Lakota,	N. D.
Lee, Julia	Mayville,	N. D.
Leland, Maggie	Mayville,	N. D.
Letherman, V. J.	Mayville,	N. D.
Lium, Gustave A.	Christine,	N. D.
Lindstrom, Gertrude	Northwood,	N. D.
Lura, Effa Andrea	Mayville,	N. D.
Lura, Emma	Mayville,	N. D.
Lucky, Effie D.	Lakota,	N. D.
Lura, Ida O.	Mayville,	N. D.
Lund, Pauline	Portland,	N. D.
Mattson, Sarah	Blanchard,	N. D.
Margach, Bella	Grandin,	N. D.
Manning, Harriett	Michigan,	N. D.
Madden, Mary	Bowbells,	N. D.
Madden, Francis	Bowbells,	N. D.
McLean, D. A.	Lakota,	N. D.
McKinney, John F.	Hatton,	N. D.
McCrae, Maud	Adler,	N. D.
McCradie, Jennie	Hendrum,	Minn.
McCradie, Annie	Hendrum,	Minn.
Miller, Paul	Mayville,	N. D.
Milligan, Annie	Michigan,	N. D.
Miller, Mildred	Mayville,	N. D.
Moe, Elmer L.	Hatton,	N. D.
Molden, Anna Corrine	Mayville,	N. D.
Moen, Dora	Grand Harbor,	N. D.
Mollins, May E.	Caledonia,	N. D.
Morrish, Lottie	Mayville,	N. D.
Morrison, Nellie	Niagara,	N. D.
Murdick, Villia	Cando,	N. D.
Mustad, G. J.	Finley,	N. D.
Myer, Bertha M.	Lakota,	N. D.
Nash, Mildred	Sherbrooke,	N. D.
Nash, Clarence	Sherbrooke,	N. D.
Nash, Julia	Buxton,	N. D.
Ness, Constance	Wahpeton,	N. D.
Nestoss, Anna	Portland,	N. D.
Nyer, Anna	Finley,	N. D.
Nelson, Elizabeth	Verndale,	Minn.
Nelson, Carl	Buxton,	N. D.
Ness, Adrina	Mayville,	N. D.
Niemeier, Mabel	Mayville,	N. D.
Nybo, Ellen	Hope,	N. D.
Nysven, Martha	Hillsboro,	N. D.
Odegard, Annie	Buxton,	N. D.
O'Brien, Stella O.	Harrisburg,	N. D.

O'Keefe, Elizabeth	Buxton,	N. D.
Olsgard, Charlotte	Bue,	N. D.
Olson, Cora	Blanchard,	N. D.
Olson, Clara	Hillsboro,	N. D.
Olson, Julia	Hillsboro,	N. D.
Olson, Minnie	Glenwood,	N. D.
Olson, Sulvig	Mayville,	N. D.
Olsson, Nels	Lakota,	N. D.
Olson, Olida	Milton,	N. D.
Olson, Alida	Buxton,	N. D.
Olson, Ragnild	Portland,	N. D.
Osmon, Thora	Portland,	N. D.
Osmon, Otilla	Portland,	N. D.
Ostmo, Clara	Northwood,	N. D.
Parks, Grace M.	Blabon,	N. D.
Peterson, Ella	Leeds,	N. D.
Pierce, Ellen	Rochester,	Minn.
Pluris, Nannie	Pleasant Lake,	N. D.
Power, Ada	Portland,	N. D.
Putnam, Bertha	Tintah,	Minn.
Robinson, William	Mayville,	N. D.
Ratcliffe, Mary	Souris,	N. D.
Rapp, Jennie	Oakes,	N. D.
Rannis, Mary	Hunter,	N. D.
Reep, Louis	Adler,	N. D.
Rehm, Jennie B.	Portland	N. D.
Ringerud, Sigurd	Portland,	N. D.
Riemer, William	Hillsboro,	N. D.
Rover, Helen	Hendrum,	Minn.
Rinde, Rowena	Grafton,	N. D.
Rose, Phoebe	Hannah,	N. D.
Rodger, Walter	Lawton,	N. D.
Roach, Mrs. May	Lakota,	N. D.
Rosenquist, Matilda	Parkers Prairie,	Minn.
Rice, Horace	Mayville,	N. D.
Sanford, Maggie	Sarina,	N. D.
Scherlie, Tena	Michigan,	N. D.
Scherlie, Viggo	Michigan,	N. D.
Schraeder, Clara	Erie,	N. D.
Spencer, LeRoy		Ind.
Schwandt, Bertha	Lynchburg,	N. D.
Schwandt, Martha	Lynchburg,	N. D.
Seim, Rosie	Mayville,	N. D.
Shortridge, Frances	Devils Lake,	N. D.
Sieber, Nellie R.	Walford,	N. D.
Sjoberg, Hilda	Devils Lake,	N. D
Sparling, James	Sherwood,	N. D.
Skei, Einar C.	Mayville,	N. D.
Smith, A. F.	Blanchard,	N. D.
Smith, Louise	Sansford,	N. D.
Sonsteness, Elsie	Niagara,	N. D.

Sonsteness, Marie	Niagara,	N. D.
Soine, Gertina	Maynard,	N. D.
Steen, Stella	Knox,	N. D.
Steenson, Thilda	Hillsboro,	N. D.
Simonson, Severt		Iowa.
Stenehjein, H. I.	Mayville,	N. D.
Swenson, Marie	Aneta,	N. D.
Sweeney, Kate	Larimore,	N. D.
Smith, F. C.	Grandin,	N. D.
Tennison, Emma	Mayville,	N. D.
Tennison, Mabel	Mayville,	N. D.
Tweeten, Alice	Berwick,	N. D.
Tierney, Nellie	Lakota,	N. D.
Thorstad, Inga	Cummings,	N. D.
Thomte, Genelta	Walcott,	N. D.
Torgerson, Julia	Homer,	N. D.
Torgerson, Kaia	Aneta,	N. D.
Tufts, Martha	Sharon,	N. D.
Veitch, Mabel J.	Inkster,	N. D.
Vinje, Arne	Dalton,	Minn.
Warren, James	Michigan,	N. D.
Ward, Oliva	Hebron,	N. D.
Warren, Clarence	Mayville,	N. D.
Wall, Mary	Rosehill,	N. D.
Walker, Cleo	Pleasant Lake,	N. D.
Williams, Nettie	Aneta,	N. D.
Warren, Mabelle	Mayville,	N. D.
Wells, Mertile	Hope,	N. D.
Westrum, Lena	Minnewaukan,	N. D.
Wright, Blanche		
Wilson, Ruda	Hatton,	N. D.
Wittkopf, Rosa	Devils Lake,	N. D.
Wolfe, Jennibelle,	Devils Lake,	N. D.
Wooley, Nettie	Oberon,	N. D.
Wong, Daisy	Buxton,	N. D.
Ydstie, Anna	Hillsboro,	N. D.
Young, Marilla	Williston,	N. D.

SUMMARY OF ATTENDANCE.

Post-graduates	29
Seniors	62
Other classes	267
Total	358



The dome as shown in the above cut is to be added later.